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UNIVERSITY OF THE
TEACHERS COLLEGE
NEW YORK

Annual Report School Committee

Lowell, Massachusetts

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EIGHTIETH ANNUAL REPORT
OF THE
School Committee
OF THE
CITY OF LOWELL, MASS.
AND THE
FORTY-SECOND ANNUAL REPORT
OF THE
Superintendent of Public Schools
1905



LOWELL, MASS.
BUTTERFIELD PRINTING COMPANY.
1906

CITY OF LOWELL

OFFICE OF THE SCHOOL COMMITTEE,

LOWELL, MASS., January, 1, 1906

At a meeting of the School Committee, held January 1, 1906, it was voted that the Committee on Reports and the Superintendent of Schools have leave to print their annual reports for the year 1905.

In accordance with this vote the reports are herewith submitted.

A. K. WHITCOMB, Secretary.

ORGANIZATION
OF THE
School Committee
1905

WILLIAM W. DUNCAN, President.

ARTHUR K. WHITCOMB, Secretary.

Ward 1 — WILLIAM W. DUNCAN, 21 Hildreth Bldg.	Term expires 1905
“ 2 — JOHN J. HANLON, 169 Broadway	“ “ 1905
“ 3 — ANDREW S. WOOD, 598 School St.	“ “ 1906
“ 4 — WILLIAM F. REGAN, 79 Kinsman St.	“ “ 1905
“ 5 — EUGENE C. QUEENAN, 54 Pond St.	“ “ 1906
“ 6 — HARRY SWANN, 94 Beech St.	“ “ 1906
“ 7 — ANDREW G. SWAPP, 307 Pawtucket St.	“ “ 1905
“ 8 — CHARLES W. TAYLOR, M. D., 17 Kirk St.	“ “ 1906
“ 9 — HUGH WALKER, D.D.S., 3 Wyman's Exchange	“ “ 1905

STANDING COMMITTEES

- ON TEACHERS AND SALARIES — Messrs. Swapp, Duncan, Regan.
- ON BOOKS AND SUPPLIES — Messrs. Hanlon, Taylor, Swann, Wood, Walker.
- ON EVENING SCHOOLS — Messrs. Wood, Swapp, Taylor, Swann, Hanlon.
- ON HIGH SCHOOL — Messrs. Duncan, Swapp, Taylor, Queenan, Regan.
- ON EVENING DRAWING SCHOOLS — Messrs. Taylor, Duncan, Walker.
- ON MUSIC — Messrs. Queenan, Wood, Hanlon.
- ON REPORTS AND PRIVATE SCHOOLS — Messrs. Walker, Wood, Hanlon.
- ON ACCOUNTS — Messrs. Swann, Duncan, Queenan.
- ON SCHOOL HOUSES AND HYGIENE — Messrs. Walker, Regan, Swann.
- ON RULES — Messrs. Regan, Queenan, Swapp.

ASSIGNMENT OF SCHOOLS

- MR. DUNCAN — High, Edson, Kirk street, Cottage street.
- MR. HANLON — Green, Worthen street, Cheever street, Morrill, Morrill Kindergarten.
- MR. WOOD — Lincoln, Howard street, Grand street, Plain street, Lincoln and Plain street Kindergartens.
- MR. REGAN — High, Butler, London street, Weed street, Agawam street, Carter street, Lyon street, Agawam street and Chapel street Kindergartens.
- MR. QUEENAN — High, Charles street, Central street, Ames street, Fayette street, Charles street Kindergarten.
- MR. SWANN — Varnum, West Sixth street, Tenth street, Lakeview Avenue, Billings street, Varnum Kindergarten.
- MR. SWAPP — High, Bartlett, Pawtucket, Training, Cross street, Cabot street, New Moody street, Lexington Avenue, Pawtucket and Bartlett Kindergartens.
- MR. TAYLOR — High, Highland, Franklin, Dover street, Powell street, Pine street, Middlesex Village, Franklin, Dover and Pine street Kindergartens.
- MR. WALKER — Moody, Pond street, High street, Sycamore street, Moody Kindergarten.

ASSIGNMENT OF EVENING SCHOOLS

MR. WOOD — High, Edson, Railroad street.

MR. SWAPP — Bartlett, Green, Cheever, Pawtucket.

MR. SWANN — Varnum, Aiken avenue, Old Moody, Colburn.

MR. TAYLOR — Mann, Worthen street.

MR. HANLON — Butler, Franklin.

ARTHUR K. WHITCOMB, Superintendent of Public Schools.

Office in City Hall.

OFFICE HOURS — One hour after the forenoon session of schools and from 2 to 3 o'clock on Saturday afternoon. Telephone 566-4.

School Supply Room.

Open 8 a. m. to 12.30 p. m. and 1 to 5 p. m. Telephone 506-2.

TRUANT COMMISSIONERS

GEO. F. STURTEVANT, JAMES KELLY, WM. F. THORNTON
CAMILLE ROUSSIN.

Office in City Hall, Third Floor.

OFFICE HOURS—Saturday, 2 to 3 o'clock p. m. Other days, 4 to 5 o'clock, p. m., except during the summer vacation, when the office will be open from 9 to 10 o'clock a. m.

REGULAR MEETINGS OF THE SCHOOL COMMITTEE

January 31.	February 28.	March 28.	April 25.
May 31.	June 27.	July 25.	August 29.
September 26.	October 31.	November 28.	December 26.

ORGANIZATION
OF THE
School Committee
1906

WILLIAM W. DUNCAN, President.

ARTHUR K. WHITCOMB, Secretary.

Ward 1 — WILLIAM W. DUNCAN, 21 Hildreth Bldg.	Term expires 1907
“ 2 — JOHN J. SULLIVAN, 318 Suffolk St.	“ “ 1907
“ 3 — ANDREW S. WOOD, C. I. Hood & Co.	“ “ 1906
“ 4 — JOHN W. HAMILTON, 41 Hudson St.	“ “ 1907
“ 5 — EUGENE C. QUEENAN, 54 Pond St.	“ “ 1906
“ 6 — HARRY SWANN, 94 Beech St.	“ “ 1906
“ 7 — ANDREW G. SWAPP, 307 Pawtucket St.	“ “ 1907
“ 8 — CHARLES W. TAYLOR, M. D., 17 Kirk St.	“ “ 1906
“ 9 — J. B. ALBERT JOHNSON, 118 Moore St.	“ “ 1907

STANDING COMMITTEES

- ON TEACHERS AND SALARIES — Messrs. Swapp, Duncan, Queenan.
- ON BOOKS AND SUPPLIES — Messrs. Taylor, Swann, Wood, Hamilton, Sullivan.
- ON EVENING SCHOOLS — Messrs. Wood, Swapp, Taylor, Swann, Sullivan.
- ON HIGH SCHOOL — Messrs. Duncan, Swapp, Taylor, Queenan, Hamilton.
- ON EVENING DRAWING SCHOOLS — Messrs. Johnson, Duncan, Queenan.
- ON MUSIC — Messrs. Johnson, Wood, Sullivan.
- ON REPORTS AND PRINTING — Messrs. Wood, Taylor, Hamilton.
- ON ACCOUNTS — Messrs. Swann, Johnson, Queenan.
- ON SCHOOL HOUSES AND HYGIENE — Messrs. Swann, Johnson, Hamilton.
- ON RULES — Messrs. Duncan, Swapp, Sullivan.
-

ASSIGNMENT OF SCHOOLS

- MR. DUNCAN — High, Edson, Kirk street, Cottage street.
- MR. SULLIVAN — Green, Worthen street, Cheever street, Morrill, Morrill Kindergarten.
- MR. WOOD — Lincoln, Howard street, Grand street, Plain street, Lincoln and Plain street Kindergartens.
- MR. HAMILTON — High, Butler, London street, Weed street, Agawam street, Carter Street, Lyon street, Agawam street and Chapel street Kindergartens.
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MR. SWAPP — Bartlett, Green, Pawtucket, Cheever.

MR. SWANN — Varnum, Aiken avenue, Colburn, Moody.

MR. TAYLOR — Mann, Worthen.

MR. SULLIVAN — Butler, Franklin.

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REGULAR MEETINGS OF THE SCHOOL COMMITTEE

January 30.	February 27.	March 27.	April 24.
May 29.	June 26.	July 31.	August 28.
September 25.	October 30.	November 27.	December 26.

REPORTS

Report of the School Committee

The committee on reports, complying with the statutes of the Commonwealth, hereby respectfully submit the annual report of the School Board of Lowell for the year nineteen hundred and five.

It is with much satisfaction that we announce that our schools are enjoying at the present time a prosperity almost unprecedented. Pupils and teachers have been singularly blessed with good health, and the fruits of this priceless possession have been conspicuous in the improved attendance, deportment and scholarship of the pupils, and the added efficiency of their faithful instructors. Through the untiring efforts of Mr. A. K. Whitcomb, our superintendent, and his corps of cultured assistants, Lowell has become a beacon light in the educational realm of New England. This standard, however, could only be possible with superior service, which we pride ourselves in having, but which we regret to say is still inadequately compensated. Financial conditions do not yet appear to warrant a general increase in teachers' salaries, although such has been

contemplated for some time and the first step in this direction was taken last year when the salaries of the High School teachers were advanced in accordance with a graduated scale which the committee adopted at that time and which scale we earnestly hope all teachers will be the beneficiaries of in the very near future.

It is also our pleasure to report that the average per cent. of attendance of the children between the ages of five and fifteen is well maintained in all our schools, and we are gratified to note the marked increased attendance at the High School as compared with ten years ago. In 1895 the number of pupils belonging in High School was 633 and the number belonging in 1905 was 884, an increase of 40 per cent., showing that the people of Lowell appreciate the advantages of a higher education for their children.

While the School Board warmly commends the citizens of Lowell for their endeavors to give their sons and daughters every opportunity to advance in knowledge, it mentions in fear and trembling that this extended education costs the department *money*. An obvious conclusion, yet there are those who fail to see why the schools cost more now than they did fifty years ago.

With the establishment and equipment of a commercial course in our high school a few years ago an expense equal to one dollar per pupil for the whole school has been incurred by reason of the additional number of male teachers required and the high-priced

supplies necessary for this course. But the High School earned in tuitions this year upwards of sixty-five hundred dollars which if deducted from the general expenses of the school would reduce the cost per pupil to about thirty-three dollars — a sum much below the average cost per pupil in the other high schools in the State. The excellent reputation of the Lowell High School amply justifies the cost of its maintenance.

The increased cost of the school department in recent years is due mainly to the removal of the residents from the central part of the city to the outlying districts, thus reducing the number of pupils per teacher in the existing schools and at the same time creating a demand for schools and teachers in the new localities. This condition is not confined to any particular locality or to any particular grade of schools ; all are affected more or less. But the Colburn Grammar School has suffered a decided decrease and may ultimately be abandoned.

Another cause for the department's heavy expense this year was the many imperative repairs, including improvements in heating and ventilating, for which the City Government failed to make the necessary appropriation, and consequently they had to be paid for out of the school fund.

The pressing need of better accommodation for the pupils in some of our schools is a matter which demands the immediate attention of the City Government. In

the Butler School for example, the children are obliged, for the lack of better facilities, to take their recreation either in the basement of the building or in the public street, a state of affairs wherein not only is the health of the little ones jeopardized but their very lives are in peril. And with the event of new industries in this neighborhood, the population will naturally increase ; and where shall the new pupils be taken care of when this school is already over-crowded ?

The Howard and Grand street schools, which have been, because of the committee's vigilance in maintaining them in a sanitary condition, a burden of expense for several years, should be replaced as soon as possible by one eight-room building which should have a central location and which should accommodate the primary scholars now in the Abraham Lincoln school building, who are occupying rooms needed for grammar pupils next term.

The Ennell street school in Centralville when completed will suffice for the present needs of this section. It would make an ideal situation for the Training School in the event of its having to remove from the Colburn School.

The temporary annex erected in the Highland school yard does not relieve the crowded condition of this school as was expected. The greatest benefit to this school, with regard to efficiency and economy would accrue from the addition of a twelve-room wing to the building.

The committee does not think it advisable to build at present a new school house on the land purchased by the city this year in the Highlands.

The cost per room for supervision alone in a six-room school would be two hundred and fifty dollars more than in a twenty-four-room school.

The re-organization of the Evening Drawing School this year has resulted in greater efficiency in the teaching department and in a more economical management. The number of teachers has been reduced, the studies are confined to mechanical and free hand drawing and architecture only, and the entire school has been placed under the supervision of the Superintendent of Schools. The salary saving will be fully \$1200.

Early in the year the committee on private schools with the superintendent visited the following parochial schools: St. Michael's, Sacred Heart, Immaculate Conception, St. Patrick's and St. Joseph's. The committee were cordially received everywhere throughout their visit and were given every opportunity to examine into the courses of study pursued and were pleased to find that they were in every respect equivalent to those of the public schools. The principals were advised to take advantage of the rule adopted by the school board last year in regard to admitting to the High School pupils from private schools on recommendation of their principals, and as a result 34 pupils from these schools entered High School in September, and the satisfactory

working of this rule thus far proves the wisdom of its adoption.

For statistics and further details of topics touched upon in this report you are respectfully referred to the report of the Superintendent of Schools.

HUGH WALKER
ANDREW S. WOOD
JOHN J. HANLON

Committee on Reports

REPORT OF THE Superintendent of Schools.

Office of the Superintendent of Schools,
December 31, 1905.

Gentlemen of the School Committee:

In accordance with your rules, I have the honor to submit the following as my report for the year 1905:

SUMMARY OF STATISTICS.

Value of real and personal property	\$71,645,718
Population by census of 1905	94,845
Number of polls	26,087
Increase for the year	532
Number of children between five and fifteen years of age, September 1, 1905	14,658
Ward One, 838 Ward Six, 2064	
“ Two, 1115 “ Seven, 3033	
“ Three, 1428 “ Eight, 1712	
“ Four, 1693 “ Nine, 1602	
“ Five, 1173	
Increase in the year	368

Number of public schools	59
One High, nine Grammar, thirty-three Primary, two Mixed, one Training, thirteen Kindergartens.	
Number of public school buildings	54
Number of school rooms in actual use	290
High 34; Grammar, 122; Primary, 117; Mixed, 4; Kindergarten, 13.	
Number of teachers Dec. 31, including clerk at H. S....	343
Elected, 308; appointed, 21; Practice Class, 12; Librarian at High School, 1; Clerk at High School, 1.	
Elected teachers on leave, 6; in actual service	302
Subdivisions of Elected Teachers:	
High, 34, 11 men, 23 women; Grammar, 119, 9 men, 110 women; Primary, 110 women; Training, 10 women; Mixed, 4 women; Kindergarten, 25 women; Drawing, 2, 1 man, 1 woman; Music, 2, 1 man, 1 woman; Kindergarten supervisor, 1 woman; Sew- ing, 1 woman.	
Teachers in Evening Schools, term of 1904-5.....	184
High, 24; Elementary, 138; Drawing, 22.	
Pupils enrolled in Evening Schools, term of 1904-5.....	4,557
High, 1047; Elementary, 3023; Drawing, 487.	
Whole number of pupils enrolled in Day Schools.....	12,338
High, 962; Grammar, 5147; Primary, 5347; Mixed, 132; Kindergarten, 750.	

Average number belonging to Day Schools	10,502
High, 884; Grammar, 4684; Primary, 4390; Mixed, 109; Kindergarten, 435.	
Average attendance	9,644
High, 830; Grammar, 4369; Primary, 4000; Mixed, 100; Kindergarten, 345.	
Average number belonging to each teacher	34
High, 28; Grammar, 35; Primary, 37; Mixed, 27; Kindergarten, 17.	
Average belonging to each room	37
High, 26; Grammar, 38; Primary, 38; Mixed, 27; Kindergarten, 33.	
Average per cent. of attendance	92
High, 94; Grammar, 93; Primary, 91; Mixed, 91; Kindergarten, 79.	
Average cost of each pupil, for tuition only, based on the average number belonging	\$21.19
High, \$42.43; Grammar, \$19.05; Primary, and Mixed, \$16.43; Kindergartens, \$28.78.	

RECEIPTS AND EXPENDITURES.

Receipts.

Appropriated and assessed in 1905 \$311,000.00

Expenditures.

Paid to teachers of day schools:—

High School	\$ 37,507.50
Grammar Schools—Bartlett School,	\$ 8,498.94
Butler School,	12,823.96
Edson School,	8,584.13
Green School,	8,569.74
Highland School,	12,602.69
A. Lincoln School,	7,902.12
Moody School,	7,298.43
Pawtucket School,	6,148.02
Varnum School,	12,418.74
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	84,846.77
Primary and Mixed Schools	71,562.54
Training School	11,790.56
Kindergartens	12,522.75
Special teachers	4,243.50
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- Total paid for instruction in day schools,.....	222,473.62

Evening Schools:—

Teachers	\$16,620.00
Janitors	2,105.00
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	18,725.00

Drawing Schools:—

Teachers	\$3,415.50
Janitor	83.00
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	3,498.50

Amount carried Forward \$244,697.12

Amount brought forward \$244,697.12

Cost of supervision:—

Salary of Superintendent of Schools.....	\$3,000.00	
Office Assistant	600.00	
Truant officers (four)	4,100.00	
Assistant in supply room	663.75	
		\$8,363.75

Total of Salaries \$253,060.87

Bills.

Fuel, (coal \$20,168.84; wood \$859.00)	\$21,027.84
Water	1,061.60
Gas for day schools	468.60
Gas for evening schools	1,094.57
Repairs by Supt. Public Buildings	4,041.67
Repairs, furniture, curtains, etc.....	937.16
Electrical repairs and maintenance	881.97
Text books	8,279.68
Writing and drawing books, etc.....	5,406.32
Bills of County, board of truants	3,036.88
Printing, including annual report	1,405.77
Kindergarten equipment and supplies	485.33
Janitors' supplies	1,276.04
Board of horses, repairs of wagons, etc.....	763.11
Electricity for power	1,897.47

Amounts carried forward\$52,064.01 253,060.87

<i>Amounts brought forward</i>	\$52,064.01	253,060.87
Electric lighting	891.31	
Material for sewing classes	216.04	
Supplies and equipment for High School	745.55	
High School Regiment	281.50	
Graduations	509.49	
Rent of Room and Land	366.00	
Telephone	40.01	
Miscellaneous	1,071.06	
Total of bills		\$ 56,184.97
Total expenditures		\$309,245.84
Balance to Treasury Fund		\$1,754.16

SCHOOL HOUSES.

Receipts.

Appropriated and assessed	\$70,254.81	
Received from other sources	3,461.30	
Total		\$73,716.11

Expenditures.

Janitors	\$43,001.93	
General Repairs and Labor	16,633.55	
Sundries	14,080.63	
Total		\$73,716.11

Ennell Street School House.

Appropriated	\$60,000.00	
Expended on Building	23,275.98	
Balance Jan. 1, 1906		\$36,724.02

Lyon Street Annex.

Paid for Land and Building	\$5,200.00	
Alterations and Repairs	140.16	
Total		\$5,340.16
Paid for land corner of So. Wilder and Avery Sts.		\$2,200.00

SCHOOL CENSUS AND ATTENDANCE.

The enumeration of children between five and fifteen years of age made by the truant officers in September, resulted in a record of 14,658 names, a gain of 368 over the school census of 1904. The attendance upon the public schools in the same month was 10,984, and as nearly half as many more pupils were in private and parochial schools it is evident that nearly all children of school age were in schools of one kind or another, a conclusion which was well corroborated by the investigations of the census takers. They found, indeed, only about a dozen families, the most of them new-comers, who were remiss in their duty as to the education of their children, and these promised an immediate reform. In most cases the promise was kept, and in the few where it was not the children were so followed up that by the time the census was finished all children disclosed by it were in school. The advantage of having the census taken at the beginning of the year instead of in May, as formerly, is obvious, especially if, as with us, it is taken by the truant officers. The census this year was taken by Messrs. Thornton, Williams and Roussin, Mr. Kelly giving his whole time in September to truant work.

RECEIPTS AND EXPENDITURES.

Salaries in day schools were larger than in 1904 by \$5,694, and in evening schools by about \$1,000. The increase in day school expenditures was due in part to an increase in the number of teachers and in part to an increase of salaries in a few individual cases and to all temporary or newly elected teachers. Forty years ago a young woman with only a grammar school education could be elected without training or experience, if she could get votes enough, and very properly she was required to begin with less than maximum pay. For many years the rule was to pay inexperienced substitutes and

temporary teachers \$1.25 a day and newly elected teachers \$450 for their first year, \$500 for the second and maximum salary, \$600, thereafter. As it is now, no inexperienced teachers are ever employed, except for temporary service in case of emergency, and no teachers have been elected in recent years who have not added at least three years of successful experience to a college or normal education. This is more both of training and experience than was formerly required to enable a teacher to reach maximum salary, and the committee feel that under the changed conditions it is no longer fair to withhold full pay for two years after election. Teachers now, therefore, receive \$600 as soon as elected, and all teachers serving under temporary appointment receive \$2.50 a day. That this is just is generally conceded, but it increases totals all the same, and an increase in totals is always unpopular, even with those who approve in detail the larger payments which produce the increased aggregate. Increased expenditure in evening schools was due to an increase in the number of teachers and not at all to higher pay.

It is very popular in some quarters to compare the cost of the schools and the number of pupils ten or twenty years ago with the same items today, and to show that expenses have increased in a far greater proportion than has the number of pupils. That this is a fact cannot be denied, and it is well, I think, that the reason for it should be frankly stated. The increase, then, is not due to a general increase in salaries, for the pay of grade teachers has not changed in forty years, although the cost of living has increased in that time by one-third and the wages of almost everybody else have increased proportionately. Nor is it due to that part of the department's expenses which we designate as bills in distinction from salaries. Despite the fact that improved systems of ventilation require nearly twice as much coal, to say nothing of the cost of electric motors for ventilating purposes; that we now have to pay several thousand dollars a year for board of truants in a school which did not exist in the days of our fathers, more's the pity; that we now earn about \$7,000 a year in tuitions for which we receive no credit; despite these things and a dozen others like them, the expense per pupil for items other than instruction has not materially increased since free text books were introduced in 1881.

Expenses have increased largely, however, in two directions: First, the high school has more than doubled in size in quite recent years, and this increase has been largely in two new departments, those of manual training and of practical business. Both of these

departments are exceedingly popular; no citizen would wish them to be less than they are, but, both in supplies and in cost of instruction, (men teachers instead of women) they are undeniably costly. The same is true of kindergartens, which are good enough so that no one dares face the public with a serious proposition to abolish them, but which are also costly in comparison with the number of children in them. Far more effective than either of these things, however, is the decrease in the number of pupils assigned to each teacher. Were we willing to return to conditions like those when Miss Neal, who is still with us, began teaching in Lowell we could cut all our expenditures in halves at once, and save fully \$100,000! She had more than 200 different pupils in her room in one year, once, and kept up an average of 90 in actual daily attendance, divided into all the grades of the primary school at that, and with promotions to a grammar school four times each year. Today our average is less than 34 to the teacher, and more than one grade in a room is a rarity. No longer ago than ten years the average per teacher was 42, and a return to that number would decrease our expenses for salaries more than \$40,000. The question for the public to decide is whether the decrease in pupils is worth the increase in cost. It is but fair to say that teachers, schoolmen of all classes, and citizens generally so far as I know, are pretty nearly unanimous in favoring the decrease in number of pupils to the teacher, but those who favor, and those who do not, if there are any such, ought to know, as they will if they study carefully the conditions here stated, just where to place the responsibility for the increase. Now it is not pleasant to stand alone; to do so is to lose favor at home and abroad, but I cannot be honest with myself or the public without saying that, in the present state of the finances of the city, I think we have gone far enough, and indeed a little too far, in this direction, and I am willing to stand up and be counted among those, if any such there be, who think that the average number of pupils to the teacher throughout the city should be forty instead of thirty-four as at present.

In bills, that is in expenses for fuel, text books, repairs, etc., there was an increase this year of a little over \$3,000. Coal cost more by \$500, and repairs were greater by nearly \$2,500, facts which show that on items where economy is possible the usual economy was practised. The total expenses of the department were \$309,245.84, as already stated. In 1906 they will inevitably be somewhat larger. We shall begin that year with eight more teachers than were in service Jan. 1, 1905, and if we open the Ennell street school house in 1906, as is now expected, we must expend about \$1,000 on

equipment and a year's stock of fuel. My estimate for the year is \$312,000, and the city council will be asked for an appropriation for that amount.

Compared with the amounts expended for instruction, those expended for text books and supplies are small, but they are receiving much attention elsewhere, and are always a matter of interest. In New York City \$2.20 per student is allowed in the high schools and \$1 per pupil in the elementary schools, on an enrollment taken in October, that month being chosen as the one in which the largest attendance is expected. This sum is smaller than that used in any other city of which I know, and principals and teachers there claim that it is inadequate. Some wealthy and liberal cities, indeed, use twice as much as does New York, and the average is, I think, fully \$1.50 for all grades taken together, though I have no very extended or reliable data on this point. In Lowell in 1905 we expended for text books, writing and drawing books, stationery, apparatus and supplies for laboratories, lumber, etc., for manual training, material for sewing classes, kindergarten supplies, etc., etc., to include every conceivable kind of supply furnished to schools, teachers, or pupils, \$15,133. Deducting \$1000 for supplies furnished to evening schools and dividing the remainder by the average number of pupils belonging through the year gives a quotient of \$1.35 as the expense per pupil. Attendance in October was 492 larger than the average for the year, and on that basis the average cost per pupil for supplies was \$1.29. Averages were, of course, higher in the high school than in any other, made so especially by laboratory and manual training supplies, which aggregated \$745, and commercial department supplies which amounted to \$881, and the expenses of the elementary schools were scarcely at all above the sum allowed in New York.

The following table gives the value of the text books and supplies furnished to each school in 1904 with the average per pupil based on the average number belonging:

In explanation of the large average at the high school it should be stated that the average there for text books alone was but \$1.78, and the high average of the table is due to the inclusion of \$1457 for bookkeeping books and blanks, stationery, etc., \$542 for printing and \$315 for laboratory and manual training supplies, some of which items must have been excluded in the New York computations to allow of getting along on an average as small as \$2.20 per pupil.

TEXT BOOKS AND SUPPLIES.

	AVER. NUMBER PUPILS BELONGING	AMT. EXPENDED FOR SUPPLIES	AVER. PER PUPIL
High School	890	\$3,906.36	\$4.39

Grammar Schools.

Bartlett	394	517.36	1.31
Butler	683	1,023.83	1.50
Edson	380	464.69	1.22
Green	436	753.07	1.73
Highland	668	1,054.44	1.58
Lincoln	390	527.83	1.35
Moody	378	622.94	1.65
Pawtucket	252	355.96	1.41
Training	274	588.50	2.15
Varnum	684	1,232.30	1.80
Totals	4539	\$7,140.92	\$1.57

Primary Schools.

Agawam	105	\$51.31	\$.49
Ames	130	65.94	.51
Bartlett	166	389.94	2.35
Billings	112	64.53	.58
Cabot	95	45.57	.48
Central	144	79.97	.56
Charles	153	91.49	.60
Cheever	56	22.63	.40
Cottage	115	54.07	.47
Carter	197	93.65	.48
Cross	125	94.16	.75
Dover	129	56.66	.44
Eliot	147	62.92	.43
Fayette	66	29.38	.45
Franklin	128	74.19	.58
High St.	57	31.45	.55
Howard	173	93.64	.54
Kirk	81	42.32	.52

	AVER. NUMBER PUPILS BELONGING	AMT. EXPENDED FOR SUPPLIES	AVER. PER PUPIL
Lakeview	232	127.72	.55
London	122	72.83	.60
Lyon	193	144.11	.75
Lincoln	80	14.17	.18
Morrill	93	28.50	.31
New Moody	249	94.55	.38
Oaklands	35	35.47	1.01
Pine	93	68.19	.73
Pond	118	23.67	.20
Powell	77	68.76	.89
Plain	201	55.90	.28
Tenth	162	57.22	.35
Training	178	136.96	.77
Weed	102	64.43	.63
West Sixth	145	62.25	.43
Worthen	147	103.38	.70
Totals	4,406	\$2,601.93	\$.59

Mixed Schools.

Lexington Ave.	31	\$26.77	\$.86
Middlesex Village	99	108.53	1.10
Totals	130	\$135.30	\$1.04
Kindergartens	436	\$418.29	\$.96
Totals for all schools	10,401	\$14,202.80	\$1.36

Whether a large or small expenditure is a matter for commendation or not will doubtless be a question of opinion. Some will praise economy, while others will consider those teachers deserving of most honor who have asked and obtained for themselves and their children most lavish supplies. In fairness, too, to some schools which differ widely from the average it should be said that unusual orders for books and material one year are sometimes compensated for by smaller orders the next, so that a fair comparison could only be had by taking the average of several years. The Bartlett primary school, for instance, which seems to have outdone all the rest in 1904, has

been very modest in its orders since. The Lincoln primary, on the other hand, probably owes its exceedingly small expenditure to the receipt of some things like paper and pencils from the grammar school stock, but the school next to it in smallness of expenditure per pupil, Pond street, with only twenty cents apiece, has no such reason to offer, and it is evident that its principal, Miss Hill, meant to close her long term of service with a good record for economy as well as for all things else relating to her school. Certainly Pond street in its appearance or work never showed any signs of the lack of needed supplies, and this, too, has been true of many other schools, for in general those rooms with small expenditures have given to the observer no indication of niggardliness. On the contrary some of those schools whose expenditures were smallest in 1904 have always seemed to be among the best equipped in the city, and conditions in the room often depend much more upon the care exercised in the use of books and material than upon the amount received. These facts, perhaps, make it proper to say here in print what I have often said to teachers orally that the property of the city is a sacred trust for both teacher and pupil, and that care and economy in its use is a duty of the first importance. One has, possibly, the right to be lavish or careless in the use of that which is his own; he has no right to be wasteful in the use of that which belongs to another and especially that which belongs to the city. If this lesson is taught as it should be taught during the years of a child's school life some dollars will be saved, probably, but this is the least of the reasons for doing it. The greater and all sufficient reason is the impress it must make upon the habits and character of the pupil. Graft and waste in the city's business will cease when a generation of properly trained and rightly influenced boys and girls shall have become men and women; upon teachers, therefore, rests a responsibility for consequences of this kind which cannot possibly be overestimated.

It is my hope that tables of expenditure for text books and supplies, similar to the one given this year, may be continued in successive annual reports for some years to come. Other items like the per capita cost of instruction, on which there is a much wider difference than is generally supposed, the cost of water, gas, electricity, etc., would, I think, be matters of interest, and might tend to economy.

SCHOOL HOUSES.

No new school house has been erected in 1905; but one has been begun, another has been made usable by repairs, a third has been se-

cured by purchase, and land for a fourth has been paid for, a pretty good record for one year.

At Ennell street, plans for a ten room building were accepted in January, and work on the house has progressed far enough to show its outline, though for a roof we must wait until next year. Presumably the house will be finished in 1906. In the meantime the Lakeview avenue school, which the Ennell street building is expected to relieve, has increased in members so as to require the services of two additional teachers. Its little annex building of two rooms now has in it 132 pupils with four teachers. The whole school has 307 pupils with eight teachers, and if all go to Ennell street when the building there is finished they will leave small room for grammar teachers and pupils from the Varnum.

The crowded condition of the Pawtucket school house, to which reference was made last year, has been relieved, temporarily at least, by the removal of the kindergarten to the old primary school house on Mammoth Road. This house was used as a library building for a score or more years after the city ceased to use it for school purposes, but more recently it had not been used for any purpose, and had fallen into a sad state of dilapidation. Early in the year the school department asked the city council to put it in condition to use, and later took the matter in hand itself and had the building completely renovated and refitted with modern improvements at a cost of \$1200. It is now in admirable condition, and makes an extremely satisfactory abiding place for the little people for whom it has been fitted. In its yard room, shade, and opportunities for gardening it has no equal in the city, and those interested in it promise that its capabilities in this respect shall be developed to their utmost next year, thus giving opportunity for a most interesting experiment in children's work in school gardening.

In the Lincoln school house heat has been introduced into a room which had previously been partitioned off at the end of one of the wide corridors on the second floor, and ventilation has been provided so that quite comfortable quarters have at last been obtained for the kindergarten, a result which is giving great satisfaction to all concerned.

At Lyon street the surplus pupils were accommodated, if that is a proper word to use for such bad quarters, in a polling booth for the two months before the summer vacation, and later a nearby dwelling house was purchased at a cost of \$5200 and the arrangement of its rooms so changed as to provide one very fair school room,—all that is needed at present.

At the Highland school not only is the four room temporary building in the yard filled with pupils but another class and teacher have been returned to the assembly hall. Worse still the master thinks that he will be forced to open still another room, also in the assembly hall, in September next. The need of further increase of accommodations is obvious.

At the Butler, yard room is still lacking, as it has been for the last five years, and two classes sitting and reciting in different corners of the assembly hall indicate sufficiently the present need, and the inevitable necessity for better and ampler accommodations in the immediate future.

SCHOOLS AND TEACHERS.

The average attendance of pupils has increased 165 during the year, and five new rooms have been opened. At the same time two have been closed, making a net gain of three. The rooms opened have been at the High School, the Highland, Sycamore street, Lyon street and High street. The opening of the room at Lyon street involved no increase of teaching force, the new room being taken by a teacher already employed as an assistant. The extra teacher employed at London street last year has been withdrawn, the number of pupils there having fallen off a little, and two extra teachers have been added at Lakeview, where numbers have largely increased. The Fayette street school building of two rooms has been closed, and its pupils have been sent to High street. At the training school two more regular teachers are employed, and the practice class has been increased from nine to twelve. The total increase of teaching force in the year, therefore, has been eight, of whom five are regularly certified teachers and three are student teachers at the Training School, and the only places where more teachers are employed because of increase of numbers are the High School, Sycamore street and Lakeview avenue.

Changes in the roll of teachers have been as follows:

Died.

	Term of Service
Elizabeth T. Moore of the Varnum School	4 years

Resigned.

Alice J. Chase of the High School	28 years
Anne Marjorie Day of the High School	6 "
Helen Buttrick of the High School	6 "
Elsie Ryder of the High School	3 "
Carrie E. Erskine of the Bartlett School	12 "
Mary B. McGovern of the Weed Street School	19 "

Bertha McCue of the Edson School	5 years
Elizabeth A. Page of the Worthen Street School	4 "
Mary A. Farnham of the Plain Street School	18 "
Marietta Hiil of the Pond Street School	35 "
Elizabeth F. Blandin of the Varnum School	9 "
Alice M. Magoon of the Varnum	7 "

Transferred.

Mary E. Meehan from Lakeview Avenue to Worthen Street.
 Elizabeth B. Dame from Lyon Street to Sycamore Street.
 Maude M. Hardy from New Moody Street to the Pawtucket School.

Elected.

Ethel M. Everett, to the High School.
 Elizabeth H. Murphy, to the High School.
 Alice Richardson, to the High School.
 H. Fordyce Coburn, to the High School.
 Mary E. Crowley, to the Weed Street School.
 Gertrude E. Dane, to the Middlesex Village School.
 Helen A. Dow, to the Highland School.
 Edith Farrington, to the Ames Street School.
 Martina F. McMahon, to the Moody School.
 E. Laura Moore, to the Cottage Street School.
 Catherine G. O'Sullivan, to the Highland School.
 Loretta L. Ward, to the Green School.
 Mabel C. Walsh, to the New Moody Street School.
 Caroline H. McGarvey, to the Bartlett School.

In the death of Miss Moore, the city lost a young, energetic and progressive teacher, and a lady whose womanliness and unaffected spirit of good fellowship had endeared her to all with whom she had been associated.

Of those who resigned, Mrs. Chase had been out of service for some years; Miss Buttrick was withdrawn by the illness and death of her father; Misses Day, Ryder, Erskine, Blandin and Magoon retired to accept better positions elsewhere, the last two named in the Philippine Islands; Miss Hill, though still in good health and spirits,

resigned to enjoy a well earned rest, and all the others married before they resigned. All were doing such work that they would have been retained if they had chosen to remain, and the majority were very superior teachers whose places it will be difficult to fill with those who will do equally well.

HIGH SCHOOL.

The number of pupils to enter the High School last September was 393, a large increase on any previous year, and the class to graduate next June bids fair to be nearly or quite 200, also a record breaking number.

None of the courses of study in the High School are easy, nor is it intended that any should be so. On the contrary all are planned to exact faithful and persistent effort. They are not, of course, too difficult for the average student, and should be approached with hope and a full expectation of success by all who are willing to do faithful work. It should be understood, however, by students and parents both, that the tasks of the High School are planned and arranged with the clear purpose that they shall occupy the whole of the student's time, with the exception of a small period each day for physical exercise and recreation. To insure success, school must be the student's business, and his only business.

These statements are suggested by the fact that a large proportion of the boys in the High School, and in the opinion of the headmaster a rapidly increasing proportion, are doing much outside work. In the case of some this work is necessary to the support of the student, and is a matter of commendation rather than blame; in other cases the work is not difficult nor long continued and may be beneficial rather than harmful, but in a majority of cases it takes so much time as to encroach most injuriously upon the hours which are needed for study, and sometimes absorbs the interest so completely as to make success in school an entirely secondary matter. It is needless to say that in such cases failure is almost certain, and the only question is as to the length of time for which it may be postponed. Now if a boy wishes to leave school altogether for the purpose of securing employment, and if his parents approve, it is his privilege to do so, but to remain a nominal student while his interests and his work are elsewhere is to court failure in school and to lose time from other and more gainful employment. This, certainly, is not the part of wisdom, and students who are trying to do two things and failing

in both would do well to make an early choice of one and to do that one thing well. Nor, for the information of parents, can it be repeated too often that afternoon and evening study is absolutely essential to success in the High School. And if afternoons and evenings are given to anything else, either to social pleasures or to work for wages, and failure follows, certainly the High School curriculum should not be blamed.

In the earliest years of the school there were no graduations, students retiring from time to time singly or in small groups as they became fitted for college, or unable to stay longer. There could be no record of those who completed the course, for there was no set course to complete, nor of graduates since there were no formal graduations. It is, therefore, well nigh impossible to tell the names or the number of those who remained in the school until fitted to enter college, or until they had mastered the most advanced branches taught in the school fifty or sixty years ago. Graduations and the publication of the names of the graduates in the annual reports of the School Committee, which began in 1859, effected a very great improvement in this respect, and has been a matter of much importance to many citizens. The custom of publishing graduation programs and names of graduates has fallen into disuse in our largest cities, but such things seem to me to be for us a matter of much importance and value. I am glad, therefore, to follow the custom of many years and give place to the program of the graduation exercises, which were in the Lowell Opera House, June 26, and to the names of the graduates, the Carney Medal scholars and Honorable Mention students:—

ORDER OF EXERCISES.

- | | | | |
|---|-----------|---------------------|-----------|
| 1 | SELECTION | Lohengrin | Wagner |
| | | American Orchestra | |
| 2 | MARCH | The Diplomat | Sousa |
| | | American Orchestra | |
| 3 | CHORUS | The Heavens Resound | Beethoven |

4 SALUTATORY Rainbow Philosophy

Ethel Ambler Waring

5 MALE QUARTET In a Year

Handwerg

First Tenor: Mr. Buckle, '05

Second Tenor: Mr. Whipple, '05

First Bass: Mr. Shaw, '05

Second Bass: Mr. Keables, '05

6 REMARKS AND INTRODUCTION OF SPEAKER

Mr. William W. Duncan, President of School Board

7 ADDRESS

Professor George E. Vincent of Chicago University

8 SEMI CHORUS

a Dan Cupid and Dame Fortune

Reinecke

b A Vintage Song

Mendelssohn

First Tenor: Messrs Buckle, '05, Whipple, '05,
Lew, '05, Dennison, '08.Second Tenor: Messrs Nickerson, '05, Clark, '05,
Leith, '06, Sanders, '07.First Bass: Messrs Parker, '05, Haggerty, '05,
McDaniels, '05, Gray, '07.Second Bass: Messrs Shaw, '05, Hatch, '06,
Campbell, '06, Raymond, '08.

9 PRESENTATION OF BAS-RELIEF

By Class of 1905

Sidney Beaumont Whipple, Class President 1905

ACCEPTANCE FOR THE SCHOOL

Mr. William F. Regan, of the High School Committee

10 SEMI CHORUS Lullaby

Webster

Soprano: Misses Richardson, '06, Sanborn, '05,
Small, '06, Eastman, '05.Alto: Misses Libby, '07, Gallagher, '06, Land-
ers, '06.

Tenor: Messrs Buckle, '05, Whipple, '05.

Bass: Messrs Shaw, '05, Keables, '05.

Violin Obligato: Mr. Paul A. Sullivan, '06.

- 11 VALEDICTORY The Spirit of Exploration, the American Spirit
John Cushing Varney
- 12 CHORUS The Pigtail Bullard
- 13 PRESENTATION OF CARNEY MEDALS
Honorable mention of those who have attained a scholarship
rank of 90 per cent.
Mr. Arthur K. Whitcomb, Superintendent of Schools
- 14 CHORUS Song of the Vikings Faning
- 15 PRESENTATION OF DIPLOMAS
His Honor, the Mayor, James B. Casey
- 16 SINGING OF THE CLASS ODE Music by Corinne Henry Emerson
Words by Mary Elizabeth Cove
- 17 FINALE Faskeltanz No. 1 Meyerbeer
American Orchestra

GRADUATES.

FIVE YEARS' COURSE.

Arthur Morse Stevens

FOUR YEARS' COURSE.

Percy Maynard Bramhall
 George Winthrop Bowers
 Winthrop Parkhurst Buttrick
 Wilbur Irving Bull
 Malcolm Dwight Cameron
 Horace Barker Chadbourne
 George Walter Clark
 Clarence Elliott Coburn
 Joseph Leo Cunningham
 Osmond Francis Field
 Victor Gelineau
 John Henry Hession
 Frank Russell Hoyt
 Austin Dow Keables
 James Francis Kelty
 Russell Stearns Langdell
 Gerard Nelson Lew
 Everett Robinson Merrill
 George Everett Miers
 Walter Ross McDaniel
 Stanley Whitfield Nichols
 Charles Francis O'Neill
 John Henry O'Neill
 Herbert Lang Parker
 Isabel Fairbank
 Gertrude Louise Farmer
 Ruth Isannah Flint
 Alice Josephine Flynn
 Ethel Lucia Gordon
 Edith Gertrude Gordon
 Laura Frances Greene
 Alice Kathleen Guyton
 Helen Margaret Guyton
 Fannie Goodwin Hobbs
 Bertha Electa Holmes
 Blanche Bennett Hunking
 Pauline Cutler Jefferson
 Cora Ethel Jones

John Pauly
 Wesley Chanley Roche
 Herbert Elbridge Ruggles
 James John Scott
 *Joseph White Stiles, Jr.
 Abraham Strauss
 Harold Butler Sweatt
 John Cushing Varney
 Schuyler Richard Waller
 Sidney Beaumont Whipple
 Henry Hood Wilder
 Lillian Elizabeth Allster
 Margaret Louise Breen
 Elinor Stark Campbell
 Mildred Helena Chapman
 Ethel Henrene Church
 Laura Andrews Coburn
 Elizabeth Grace Common
 Ivah Maude Connell
 Mary Elizabeth Cove
 Gertrude Madge Davis
 Kathleen Mary Dundon
 Katharine Eastman
 Corinne Henry Emerson
 Mae Estelle McNamee
 Olive Josephine Palm
 Florence Ada Parr
 Ruth Kilburn Pease
 Ingrid Israella Pihl
 Lena Belle Riggs
 Anna Agnes Riley
 Ethel Mathilda Rivet
 Edith Tasker Sanborn
 Elizabeth Vesta Shadduck
 Marion Adelaide Shattuck
 Wilhelmina May Somers
 Elizabeth Spalding
 Katherine Isabelle Sutherland

* Deceased

Edith Marie Lennon
 Alice Maude Littlefield
 Mary Etta Louise Martin
 Grace Anna Mansfield
 Elizabeth Vera Mullaney

Katherine Gertrude Tighe
 Alice Cecilia Tobin
 Ethel Ambler Waring
 Alice Gertrude Whitman
 Julia Adelaide Willett

THREE YEARS' COURSE.

Roy Joseph Bennett
 Chester Arthur Blake
 George Edmund Buckle
 William Leo Constantineau
 Everett Bartlett Emerson
 James Edward Farley
 William Thomas Farley
 Patrick Francis Fitzgerald
 Frank Gookin
 Joseph Haggerty
 Sumner Stevens Holt
 Ralph Kimball Howland
 Frank Leo Molony
 John Fairfield Shaw
 Arthur Frederick Tiffany
 Thomas James Tighe
 Ethel Florence Brown
 Frances Leslie Clark
 Alice Myrtle Coburn
 Edith Maud Coburn
 Ila May Connell
 Margaret Frances Considine
 Mabelle Agnes Cragin
 Mabel Annie Dix
 Alice Adeline Dowling
 Lillie Jane Dunn
 Maybelle Agnes Dwyer
 Lillian Mary Edgecomb
 Lila Abbott Field
 Edith May Hutton
 Florence Jasper
 Hazel Melissa Judkins
 Marie Diana Lavoie

Fred Mozley
 Edward Anthony Murphy
 Francis Joseph Murphy
 Elias John McQuade
 Albert Munroe Nickerson
 Christopher Charles Nugent
 James Robert Nutter
 James Beard Palm
 Clarence Arthur Parker
 Harry Lee Pilkington
 Edward Francis Quinlan
 James Edward Richards
 Morris Schwartz
 Evelina Anne Leith
 Mildred Etta Locke
 Mollie Gertrude Lynch
 Margaret Gertrude Maguire
 Anna Dorothy Marley
 Margaret Elizabeth Molony
 Florence Agatha McHugh
 Mary Louise O'Connell
 Anna Clare O'Donoghue
 Katherine Elizabeth O'Donoghue
 Eva May Richardson
 Ruby Abigail Robson
 Agnes Gertrude Roche
 Lillian Russell
 Ola Mattie Sargent
 Carolyn Katherine Tyrrell
 Ethel Rena Waller
 Anna Rose Webster
 Anna Gertrude Whelan

CARNEY MEDAL SCHOLARS

John Cushing Varney
 Fred Mozley
 Abraham Strauss

Ethel Ambler Waring
 Mary Etta Louise Martin
 Mary Elizabeth Cove

HONORABLE MENTION

Edith Gertrude Greene
Ruth Kilburn Pease
Cora Ethel Jones
Ruby Abigail Robson
Mildred Helena Chapman
Alice Cecilia Tobin

Laura Andrews Coburn
Marie Diana Lavoie
Olive Josephine Palm
Bertha Electa Holmes
Gertrude Louise Farmer

ELEMENTARY SCHOOLS.

Pupils in elementary schools in December number 9476, divided by grades as follows:—

1	2	3	4	5	6	7	8	9	Tot.
2073	1370	1116	1105	1034	864	806	608	500	9476

This number is a gain of 122 over last year, and the increase in the number of teachers, except in the Training School, has been three, a number quite closely commensurate with the gain in pupils.

Changes in the course of study have not been extensive. The use of the smaller text book in geography has been extended to the sixth grade, and the larger book is now begun in the seventh grade and finished in the first half of the ninth. Scudder's Short History as a book for reading in the sixth grade has been replaced by Tappan's Our Country's Story, which is to be used as a text book and not merely as a reader. Guerber's Story of the English, assigned hitherto to the seventh grade, has been transferred to the eighth, and the study of English history may be taken up, and the history of the United States omitted, in the last named grade, at the option of teachers and the master of the school. So far three schools, the Moody, Bartlett and Pawtucket, have chosen the English history, the Guerber text book being supplemented by Tappan's or Stone's, if desired. Nature study by observation was greatly stimulated by a course of lectures through the first half of the year by Prof. C. M. Weed of the Normal school, and some really excellent work was done in many schools.

 TRAINING SCHOOL.

Nine young ladies completed the examinations and tests prescribed by the School Committee, the last being a year of actual teaching in the Training School, and were granted diplomas and certificates of qualification as teachers last June. Of the nine, three were graduates of colleges, two of the State Normal School at Framingham, and four of the Normal School at Lowell. Of these graduates one is extending her education further at the Boston Normal Art School, and the rest have had employment, more or less irregular

it must be confessed, as temporary and substitute teachers in Lowell ever since their graduation. A class of twelve more young ladies, selected by an examination held in June, entered the school in September. The names of the graduates will be found in the appendix, following the names of elected teachers.

SUPPLEMENTARY READING.

Twenty years ago the schools of Lowell were all supplied with a set of authorized readers, and with very few other books for reading. Promotions depended on proficiency in reading orally from a single book. On this one book intensive study frequently produced excellent results, as was to be expected. The reading was almost always fluent, for pupils often knew large parts of the book by heart, and as an illustration of the results sometimes reached in spelling, which, in the lower grades at least, was always learned from the same book. I remember well one third grade teacher who always challenged me when I examined her class in June to find one word in her "authorized" reader which her class could not spell. In short, the one book system, while deplorably narrow and apparently lacking in interest, necessitated an amount of re-reading and drill which sometimes produced results which teachers of the present day might well emulate.

The need of more books, however, seemed to be great, and fifteen years ago another book was added for use in each grade. The next year another was put upon the list, none being dropped, and this custom has been continued pretty regularly to the present time. Some years more than one has been added, until there are now far more books available for use in every grade than there is time to read. This change has been made, it should be noted, with very slight expense to the city. The pupil must have something to read in every hour devoted to this exercise, and the wear is no greater on two books used half of the time than on one book used all the time. Usually, too, a worn out book, which must be replaced anyway, can be succeeded by one by a different author at a cost less than that of the one already in use, an exchange rate being allowed on the new book.

About the time when the introduction of much supplementary

reading began there arose from many so-called educators a great outcry against most of the books in use, because of their diversified contents. The reading of "complete" books, stories and poems was demanded with an emphasis somewhat amusing, at least in the retrospect, and the adjective "scrappy" applied to the ordinary school reader was the most contemptuous epithet that could be used. That this was a half truth is still evident, but the fact that stories or poems only a few lines in length are sometimes just as "complete" as are others which would fill several volumes was ignored or forgotten. However, the craze has passed, and while we still have, and ever hope to have, many complete stories, essays, poems or books, we have had in the past five years a deluge of the old fashioned diversified readers such as has never been seen before. And of both kinds Lowell offers more than teachers can possibly use.

In courses of study which are in use in other cities I frequently note the direction: "Read in this grade the authorized reader, and the ten, or twelve, or fifteen, supplementary readers which will be supplied." I have, indeed, had one teacher in Lowell who used sixteen, and called for another, but she is the rare exception, and in experience I have found that very few teachers care for, or can profitably use, any such numbers as is advised elsewhere. In Lowell few teachers have more than seven reading books, and few less than four. It is, however, the policy of the School Committee to furnish just as many, on request, as can actually be read.

In this connection I wish to note two things, one in the interest of economy and honorable dealing, and the other in the line of effective teaching. On the first point, while I wish teachers to have just as much reading matter as they can profitably use, I object decidedly to having books still in good condition returned to the supply room or put upon a book shelf at the school in order that a place may be made for new books. Whether the new book has prettier pictures than the old or not I neither know nor care. If a book, authorized by the School Committee and selected by a teacher, is in hand and in good condition, no one has a right to discard it, even though another more attractive can be found. Teachers are, I think, in honor bound to first use what they have, and then, and only then, order more.

Second, in the interest of the best reading, I think there should be, alongside the abundant sight reading of which I approve, a return, a part of the time, to the old fashioned intensive drill on one book, or one selection. I should like again to hear a class read a selection which had been often read before; a selection with which the class is thoroughly familiar, one in which every word is known,

and which can be read with the ease and expression which come only from thorough drill. In my opinion we have wandered too far from this method of teaching and of learning, and I believe we shall benefit our pupils if we make an occasional return to it.

EVENING SCHOOLS.

The evening schools opened in October with an attendance slightly less than that of 1904, and the falling off since has been greater than usual. The enrollment of the High School in the first week was 676 as against 764 in 1904. Of those who began, too, a considerable number divided their time between school and roller skating, with a result that they soon fell behind their mates in their classes in school, lost interest, and ceased to attend. Many individual cases of this kind are known to the teachers, and those best qualified to judge conclude that the pleasures of the skating rink depleted the school by at least one hundred students, and possibly by considerably more than this number. The same cause doubtless affected the volunteer attendance at the elementary schools somewhat, but could not have influenced the compulsory attendance, (that of minors who cannot read and write in English) but here, too, there was a considerable reduction of numbers in some schools, though with a corresponding increase in others. The schools with reduced attendance were the Varnum, Aiken avenue, Bartlett, Franklin and Green, all schools in which almost all pupils are French. That less children and youth were compelled to attend these schools on account of inability to read and write is a credit to the part of the city in which they are located, and an encouragement to all who care for the welfare and honor of Lowell. The attendance at the Greek schools, the Mann and Worthen, was about as usual, but that at the schools in the south and east of the city, those attended largely by Poles and Portuguese, showed a considerable increase.

Since 1898 the privilege of legal employment for minors has depended wholly upon age, and not at all upon education. The age limit of compulsory education has been fourteen years, and boys and girls have been able to leave school and go to work at that age, whether they knew anything of letters or not. Some labor unions have desired to raise this age limit to sixteen years, and a bill to that effect has been introduced into the legislature each winter for several years. Noting this fact the Legislature Committee of the Consumers' League pressed a bill last winter, in the interests both

of education and of a lessened amount of child labor, to raise the age limit of school attendance, and of legal employment, to sixteen years, not for all children indeed, but for those who cannot read and write in English. This bill became a law, to take effect January 1, 1906. Its effect on that day will be to make illegal the employment of all children under sixteen years of age who cannot read and write in English. Others can, of course, still be employed at fourteen as before, and those over sixteen can remain employed as before on the condition that they attend an evening school.

In anticipation of the effects of this law, January 1, every effort has been made through the public press, through teachers and pupils, and through notices to employers, to have it effect harmfully just as few as possible. Children have been advised and encouraged to work hard in evening schools and elsewhere to learn English so as to be able to obtain or continue legal employment, and many have done so with the happiest results. Scores certainly, and possibly hundreds, have learned to read and write English in the last few months, but others who have tried faithfully have found the time too short, while the majority, indifferent to all efforts in their behalf, have dodged education in the present with the same skill they have shown in that line in all their past, a course in which they seem not infrequently to have had the sympathetic co-operation of their parents.

A careful census of children likely to be affected by the law was made through the evening schools in November, and about 300 names were obtained. From this record it was concluded that it would be necessary to open several special day school rooms for them at the beginning of the new year, but as the old year closes this does not seem as likely. Desiring to avoid the inconvenience likely to come from discharging so much help at once, the mills began to let their illiterate employes go one at a time as far back as November, and through December the weeding out process has been continued so effectively that it would seem that very few can be left at the beginning of January. Of those thus sent out, or threatened with discharge unless they can show an exemption certificate, some have demonstrated their ability to read, and have, therefore, properly been retained; others have dropped in here and there at regular day schools; others, and a much larger number, have left the city for places where laws are less restrictive; still others who are nearly sixteen will loaf, and dodge school of any kind if they can, until the desired age limit is reached at which they can return to work; so that altogether the number to be provided for in day schools cannot possibly be large. Such pupils cannot, of course, sit in the small seats

of our primary schools, nor can they do the work of the grammar schools where the seats are better adapted to their size. It would, indeed, be manifestly improper to place them with very small children. The teaching they require would be different, and I think all will agree that special ungraded rooms should be opened for them in which they should be taught mainly, and that as fast as possible, just those things which they need to know for congenial and successful living as a part of an English speaking nation, which is, as it happens, just what they need to know to enable them to pass an examination and return to work, as they wish to do.

The law requires the reading and writing of simple sentences in English, and some differences of opinion have been formed as to how simple such sentences may be. Schoolmen in different cities, however, seem to be fairly well agreed that reading should be intelligent as well intelligible in a book of about third or fourth reader grade, and that the writing should be of dictated sentences of a grade of difficulty about equal to those in the book used as a reader. In Connecticut the standard set by law, or by the State Superintendent, is a proficiency about the same as that of a fifth grade in an average day school, and it is quite likely that some similar standard will be set by legislation in this state this winter.

The state board of education claims no credit for originating or securing the passage of this law, but of its good results in reducing child labor and in largely extending the ability to read and write in English there seems to be no doubt. Schools which have taught English ineffectively will now have stronger inducements than ever before to teach it effectively, and those children who would come to us from abroad knowing nothing of English letters will now learn them, or stay away.

Upon the evening schools, however, the new law has already had a very noticeable result, and one which would not naturally have been expected. One would suppose that minors discharged from employment for lack of education, and needing only to learn to read and write to be able to get back to work would flock to the evening schools in crowds, or would at least remain in them if already in attendance. Such, however, has not been the case at all. On the contrary nine out of ten of those sent out of the mills have as promptly taken themselves out of the evening schools, and the decrease in attendance in the evening schools in December has been more rapid than has been known for many years.

Statistics of the last completed term, that of 1904-5, are given herewith, with names of the graduates of the High School.

SUMMARY OF ATTENDANCE.

For Term of 1904 - 1905.

SCHOOLS	Number of Rooms in each School	Teachers at beginning of Term	Teachers at close of Term	WHOLE NUMBER ON TIME BOOKS			AVERAGE NUMBER BELONGING			AVERAGE ATTENDANCE			Per cent. of Attendance
				Males	Females	Total	Males	Females	Total	Males	Females	Total	
High.....		24	23	572	475	1047	275	246	521	242	210	452	80
Aiken Ave...	2	7	7	85	72	157	51	59	110	44	54	98	89
Bartlett (French)	5	10	10		151	151		121	121		118	118	90
Bartlett..... (Greek)	3	4	4		106	106		82	82		75	75	91
Butler.....	6	9	7	170	58	228	74	34	108	60	32	92	85
Colburn.....	5	9	5	130	90	220	59	54	113	51	50	101	89
Cheever St...	2	7	7		124	124		103	103		96	96	93
Edson.....	6	15	12	113	126	239	90	95	185	76	80	156	84
Franklin.....	5	9	7	132	80	212	71	57	128	59	48	107	84
Green.....	9	19	15	487		487	271		271	238		238	88
Hebrew	1	1	1	29		29	14		14	9		9	65
Mann	13	25	20	490		490	347		347	325		325	90
Old Moody..	4	7	6	92	99	191	72	49	121	58	34	92	76
Pawtucket...	2	3	2	37	11	48	19	6	25	18	4	22	88
Varnum.....	5	6	6	109	80	189	49	47	96	41	44	85	88
Worthen St.	3	7	5	152		152	94		94	84		84	90
Totals.....		162	137	2598	1427	4025	1486	953	2439	1305	845	2150	85

CLASS OF 1905.

Class Color—Violet

Class Motto—"Constantia et Virtute"

ERNEST P. PARSONS, President

THOMAS S. CONWAY, Vice President

MARY C. E. O'REILLY, Secretary

MAUD E. COCHRAN, Treasurer

GRADUATES.

REGULAR COURSE, THREE YEARS.

Ballinger, Frederick Wilfred
 Barry, John Joseph
 Bolduc, Alphonse
 Breckenridge, Robert
 Burke, William Henry
 Cleary, Albert Leo
 Conway, Thomas Sidney
 Cotter, Horace Leander
 Drolet, Henry Edward
 Fielding, Benjamin Orrell
 Hall, Jr., William
 Hannon, Francis Thomas
 Hartley, Francis Stephen
 Healey, Henry William
 Kelley, Duncan
 Kelley, James Charles
 L'Heureux, Harvey Joseph
 Major, Harry Weston
 Mathison, John Arthur
 Maxwell, William Anthony
 Mehan, Albert Francis
 Montmarquet Arthur Oscar
 Murphy, Cornelius Dominic
 McDermott, John Thomas
 McDonough, John Leo
 McGarry, John Aloysius
 McNiff, Michael Hugh
 Noonan, Peter Francis
 North, Gilmore Edward
 Parsons, Ernest Perry
 Rivard, Alfred Achille
 Rogers, John Thomas
 Rousseau, Ferdinand
 Roper, Albert Henry
 Salmon, John Francis
 Shea, Edward Francis
 Shea, John Henry
 Verner, William Simoneau

Waring, David
 Waring, Ernest
 Waugh, William James Joseph
 Wholey, John Ambrose

Andreoli, Anna Maria
 Bradley, Anna Isabelle
 Callaghan, Ella Marie
 Cochran, Maud Eliza
 Corey, Katharine Frances
 Craig, Winifred Marie
 Dillon, Mary Teresa
 Dolan, Loretta Agnes
 Evans, Caroline Anna
 Flory, Julia Eugenia Viola
 Gareau, Marie Anne
 Gill, Margaret Veronica
 Hennessy, Josephine Agnes
 Jalbert, Marie Eva
 Lawless, Anna Belle
 Logue, Elizabeth Frances
 Madden, Elizabeth Bridget
 Masterson, Mary Gertrude
 Minahan, Katherine Agnes
 Molony, Mary Madeline
 Moran, Abigail Frances
 Murray, Margaret
 McCartin, Mary Elizabeth
 McCusker, Mary Frances
 McLellan, Nellie
 McNamara, Elizabeth Veronica
 Nolan, Anna Josephine
 O'Keefe, Susie Lauretta
 O'Neil, Mary Rose
 Powers, Mayella Veracunda
 Sexton, Mary Louise
 Shea, Marietta Veronica
 Stapleton, Mary Teresa

STENOGRAPHY CLASS.

Holstein, Arthur	Maden, Frank
Vansteenburgh, Joseph Leonard	O'Reilly, Mary Catherine
Hacker, Carrie Louise	Euphemia
Hall, Ethel Evangeline	Sabourin, Anna
Kendrick, Mabel Helen	Seeton, Margaret Louise
Madigan, Honora Hildergarde	Soper, Hattie Lucy
MacLaughlan, Margareta	Hebert, Florence Margretta
Josephine	

EVENING DRAWING SCHOOLS.

Two teachers who were among those who had been longest connected with the schools have resigned this year, Mr. F. W. Farnham from the machine drawing class and Miss Ella C. Greene from the advanced free hand or art class. Both were strong teachers who have given quality and standing to the school, and both are greatly missed. The modeling class has been reduced by exclusion to include only the few who are deeply interested in it for practical purposes, and the free hand classes have been so combined as to permit a considerable reduction in the cost of instruction.

An exhibit of work at the close of the last term drew an audience to fairly well fill the largest double room, and it is not too much to say that it surprised all who saw it by its variety and excellence.

Statistics of the last completed term, that of 1904-5 are as follows:—

CLASSES	Teachers at Opening of Term	Teachers at Close of Term	WHOLE NUMBER ON TIME BOOKS			AVERAGE NUMBER BELONGING			AVERAGE ATTENDANCE			Per Cent. of Attendance
			Males	Females	Total	Males	Females	Total	Males	Females	Total	
Machine.....	11	9	157		157	128		128	95		95	74
Architectur'l	4	4	54		54	37		37	29		29	78
Free Hand...	3	3	61	97	158	44	66	110	34	54	88	79
Modeling.....	4	4	62	56	118	44	36	80	35	25	60	75
Totals	22	20	334	153	487	253	102	355	193	79	272	76

LABOR LAWS.

Changes in labor laws as related to education were discussed in connection with evening schools. The only other change made by the legislature of 1904-5 was in regard to the kind of evidence of age to be demanded as a prerequisite to the giving of work certificates. Heretofore the records of the school census were allowable as evidence, but this was cut out of the new law, which went into effect July 1, 1905. The amended law is as follows:—

Revised Laws, Chap. 106, Sec. 31.—“An age or schooling certificate shall not be approved unless satisfactory evidence is furnished by a certificate of birth or baptism of such minor, or by the register of birth of such minor with a city or town clerk, that such minor is of the age stated in the certificate, except that other evidence, under oath, may be accepted in case the superintendent or person authorized by the School Committee decides that neither the certificate of birth or baptism, nor the register of birth is available for the purpose.”

In our practice the records of the school census had never been of much use, so that the change was not of great consequence to us. Records of birth are strenuously insisted upon, but even when we have them from countries like Arabia, Turkey, Austria, and the like we are often still in doubt. The ease with which anybody can get a certificate from anywhere makes us suspicious, yet in general, unless the child is manifestly under age, we do not feel that we have a right to go behind the records.

As a side light on the matter of age, in the case of immigrants, we have been making much use of late of the records of the commissioners of immigration at Long Wharf, Boston, and Ellis Island, New York. These records are furnished promptly, without cost, for the asking. In the case of immigrants who come with a passport such records are undoubtedly of great value. The government of the home country looks very carefully after birth records, especially of boys, having in mind the compulsory army service which is to come later, and when it has to provide passports it copies these records. Unfortunately Greece, the country from which immigrants are now coming to Lowell in such large numbers, has no treaty with us by which it is placed under obligation to provide passports, and Greek minors come to us with no better record of age than is furnished by the ship's manifest. If, therefore, a false age was given and accepted when the minor left his home the ship's manifest might hinder rather than help our search for the truth. When, however, a reference to the ship's papers shows that a boy has increased three years in age while on the way from Boston to Lowell by express

train we find it of value to compare the father's oath certified statement with the commissioner's records. Just as I am writing, a girl, claiming to be sixteen (they are all sixteen since the new law has been announced) admits that she would not be helped by the records of the immigration office since, to obtain cheaper passage, she was there recorded as being but ten. In her case a birth certificate must be waited for, but I think the chances are more than even that when it arrives it will show that she is sixteen, and a little more to allow a safe margin.

Beset with such difficulties, and making no claim to infallibility, it is probable that we have sometimes been deceived. Indeed we have detected our own error in a few cases, and made prompt correction, but nobody else has ever yet detected us in a single mistake. We promise prompt action, not only in the withdrawal of certificates but in the punishment of those who have imposed upon us by fraud, if possible, in every case which may be reported to us by any one, and we suggest to critics that instead of asserting that "there are hundreds" at work under age they report to us one, and give us a chance to act "as to justice appertains."

The report of the Truant Officers follows my own, and to it reference should be had for details. As certificates can be given in 1906 to those minors only who can read and write a reduction in number is possible, a result at which all should rejoice.

In conclusion I desire again to express my hearty thanks to the School Committee for continued kindness, co-operation and support, and to all those who are associated with me in the work of the school department for efficient work and kindly co-operation.

ARTHUR K. WHITCOMB,

Superintendent of Schools.

REPORT OF THE TRUANT COMMISSIONERS FOR THE YEAR 1905.

	Absentees	Truants	Working without certificates	Wandering about the streets	New scholars	Juvenile offenders	Violating the rules of school	Total number cases investigated	Arrested	Sent to the Middlesex County Truant School	Placed on probation	Prosecution of parents	Visited second time	Visited third time	Working certificates issued—(14 to 16 yrs of age)	Working certificates approved—over 16 years of age
January.....	230	27	0	31	2	5	0	257	4	2	2	0	20	10	165	26
February.....	213	47	0	21	0	12	0	260	3	3	0	0	25	18	72	23
March.....	207	43	0	23	3	12	0	250	9	7	2	0	20	8	169	20
April.....	207	63	0	19	3	11	0	270	3	1	2	0	30	15	109	25
May.....	295	83	0	50	2	12	0	368	16	13	3	0	25	15	155	25
June.....	145	55	0	37	1	4	0	200	3	3	0	0	22	11	175	28
July.....															239	47
August.....															221	24
September.....	129	10	0	0	0	3	0	139	1	1	0	0	15	8	106	12
October.....	120	52	0	24	0	10	0	172	5	4	1	0	18	4	118	10
November.....	122	20	0	25	0	9	0	142	3	3	0	0	15	0	50	8
December.....	328	47	0	11	0	10	0	375	3	2	1	0	15	8	4	12
Totals.....	1996	447	0	241	11	88	0	2433	50	39	11	0	205	97	1583	260

Number of cases of contagious diseases reported to the School Department for the year ending December 31, 1905.

Diphtheria	103	Scarlet Fever	33
Measles	73	Membranous Group	2
Cerebro Spinal Meningitis	37	Small Pox	1

COURSES OF STUDY

Time Table, in Minutes per Week for the Primary
and Grammar Schools

	1st Year	2d Year	3d Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year
Reading	755	590	520	300	220	200	160	150	150
Arithmetic	150	210	240	250	280	280	280	280	180
Algebra									120
Grammar							130	150	170
Comp. and Lang.		75	75	150	150	200	100	100	100
Geography			30	180	180	180	170	150	150
History	20	20	30	40	60	60	140	150	150
Spelling	60	90	90	100	100	100	100	100	90
Writing	60	60	60	60	60	60	60	60	60
Drawing	60	60	60	60	60	60	60	60	60
Music	60	60	60	60	60	60	60	60	60
Nature Study	30	30	30	60	60	30	30	30	30
Physiology	25	25	25		30	30	30	30	
Sewing				60	60	60			
*Manners, Morals	25	25	25	25	25	25	25	25	25
Physical Culture	30	30	30	30	30	30	30	30	30
†Recesses	200	200	200	100	100	100	100	100	100
†Opening Exercises	25	25	25	25	25	25	25	25	25
Totals	1500	1500	1500	1500	1500	1500	1500	1500	1500

* Required by State Law ; time fixed at five minutes each day by vote of the School Committee.

† See Sec. 21, Chap. III, of the Rules of the School Committee.

‡ See Sec. 22, Chap. III, of the Rules. If for any reason a recess is shortened or omitted the time for the same should be given to physical exercises, and the Rules forbid that the hours for closing school which have been prescribed by the School Committee should be changed.

Book-keeping may receive one-half the time assigned to penmanship in the ninth year.

The above table is intended as an approximate estimate of the relative importance of the different studies, and teachers are at liberty to vary the time for each study within such reasonable limits as circumstances may require.

COURSES OF STUDY

FIRST YEAR.

Reading.—Primers or First Readers of any of the dozen or more authorized series. Teach at first by the sentence and word method, beginning with script or print on the blackboard. As soon as a few words are learned use phonic analysis to assist in the recognition of new words, and to insure distinct articulation. On the subject of phonetics consult Ward's "Manual of Instruction" or Gordon's "Comprehensive Method." Give much drill on phonograms and their blending into words, and see that all sentences are spoken as wholes. The aim here, as everywhere, should be to secure comprehensive thought, natural expression, correct pronunciation, distinct articulation and ready utterance.

Writing.—Words and sentences from teacher's copy on pupils' desk, and from blackboard or chart. The teaching of spelling should be included in the same exercise. See Ward's Manual, page 29. Make sure that no pupil forms the filthy and unsanitary habit of putting his pencil in his mouth. If all the letters of the alphabet have not been learned by the pupil by the end of the year, unconsciously, give a little special instruction to accomplish this object.

Language.—Children should be led to talk freely about things with which they are familiar and to reproduce short stories told them by the teacher. Memory gems, brief maxims, and short selections of poetry should be learned and recited in this and all succeeding grades. History and literature in the form of short stories should have some place from the first, care being taken to have such stories very simple as well as short. Whenever possible make stories more interesting by showing objects and pictures. Begin writing short sentences and teach the capital at the beginning of the sentence, the capital I and the period and interrogation mark.

Arithmetic.—Numbers, oral and written, first half to five and second half to ten inclusive. Use objects at first, but discard them as soon as pupils can do without them. Arabic and Roman notation to ten. Teach and use the signs $+$, $-$, \times , $=$. Teach objectively the fractions $\frac{1}{2}$, $\frac{1}{4}$; coins from one cent to 10 cents, pint, quart, inch.

Physiology.—In this and all primary grades adopt in general and follow as far as possible the Report of the Committee of Fifteen or

the very similar "International Course" of the W. C. T. U. Copies of these courses have been furnished, or will be supplied on request.

Manners and Morals.—As required by the Statutes of the Commonwealth and printed on page 26 of the Rules of the School Committee in this and all succeeding grades. Miss Wiggin's "Lessons on Manners," may well serve as a manual, especially in higher grades.

Nature Study, Music and Drawing.—In all grades as directed by supervisors.

SECOND YEAR.

Reading.—Second readers, with phonetic drill as before. The ideal in this and all succeeding grades of the primary course is to have thoughts given as wholes with no hesitating over or at the separate words. To enable pupils to do this all new and difficult words should be pronounced and their meaning explained before oral reading is begun. Then, by questioning, make sure that the pupil fully understands what he has seen in print, and allow him to read, orally, only when he is ready to do so without halt or break.

Writing.—Sentences and words as in the first year, and from dictation. If any pupils have a habit of putting pencils in mouths, consider it an important duty to break it up. Use capitals, the period and the question mark. As before the same exercise should teach spelling. Oral spelling is also advised.

Language.—Teach the use of good English by illustration in readings and story telling, using for this purpose selections simple enough to be suited to the children and yet such as are in good literary form, and give much practice in reproductions, both oral and written. The literature best adapted to this grade is that of fairy tales and folk lore stories, and the history is that of mythology and legend. Local history should receive attention, and such stories as those of Columbus, the Pilgrims, Washington, etc., are appropriate. Suit history to holidays, as "The First Thanksgiving" to November. etc.

Arithmetic.—Numbers, oral and written, in separations, combinations and relations, to twenty in the first half and to fifty in the second. Objects may be used if necessary, but ought not to be

greatly needed. Roman notation to fifty. Coins and dollar sign; pint, quart, gallon; pint, quart, peck, bushel; inch, foot, yard; hour, day, week, month, year; dozen. Fractions, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$.

THIRD YEAR.

Reading.—Advanced second readers, and easy third readers. The habit of reproducing that which has been read, usually orally but sometimes in writing, becomes in this and succeeding grades a matter of the greatest importance, and every reading lesson should have in connection with it some work of this kind.

Writing.—On paper with pen or pencil, and in the writing book with pen. In all written work in language, nature study, etc., insist on order, neatness, and the very best penmanship of which the pupil is capable. Allow no pupil to use a pencil who puts it in his mouth; such pupils, if any there are, should be required to do all written work with pen and ink.

Spelling.—Words and sentences copied from books or from the blackboard, and afterward written from dictation. New words in the reading lesson spelled orally, and afterward written in sentences. Give much drill on familiar words which are often misspelled.

Language.—Oral and written exercises, reviewing and extending all work of previous grades. At the end of the year pupils should be able to talk in recitations or reproductions with considerable ease and in generally correct form, and should be able to write from dictation, or to compose and write, simple sentences legibly and correctly. They should have had some practice in letter writing, and should have such knowledge of spelling, punctuation marks, capital letters, and common abbreviations as is needed in such writing. The work to be done is indicated in the foregoing statement.

The work in history and literature may be extended somewhat, both in use and in subjects. A little written reproduction may be added to the oral, and stories for literary culture may include myths, fables and folk lore, such as are given by Hawthorne in his "Wonder Book," or Scudder in his collection of folk lore tales. In myths, choose those of natural objects, as "Ulysses and the Bag of Winds," etc. History may include more stories of noted men and events. The history of Lowell is worthy of much attention, especially the story of its founding. Note use of Indian names, as Wamesit, Merri-mack, Pawtucket, etc. Use pictures when possible. History readers or story books will be furnished as asked for.

Arithmetic.—Numbers to one hundred. Arabic and Roman notation to one thousand. Review and extend the work of all previous grades. To be ready for promotion to a grammar school, children should be able to add columns of figures to a total of 100 rapidly and accurately; to know the multiplication table to ten times ten so as to be able to give products instantly; to use all the common tables of denominate numbers in simple reductions; and to add, multiply, subtract and divide small fractions like $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$.

Geography.—Teach points of compass with application to many objects in and about the school house. At appropriate times give observation lessons on natural phenomena, as clouds, frost, snow, etc. Note temperature as warm, hot, or cold, and the weather as sunny, cloudy or rainy. Keep weather records. For further suggestions consult Frye's Primary Geography.

GRAMMAR SCHOOLS.

FOURTH YEAR.

Reading.—Authorized third readers and supplementary reading of the same grade. Correlate history and geography with reading by the use of stories of heroes either real or mythological, and by books of travel or accounts of strange countries and unique productions in this and in all higher grades.

Spelling.—Words in common use, orally and in writing. Require definitions or the use of words in sentences to make sure that meanings are understood. Make every written exercise a lesson in spelling. Select words for practice from all text books used, and for supplementary drill use authorized text books as follows: Worcester, first half to page 29; second half to page 47; Reed, first half to page 24; second half to page 38; Morse, first half to page 10; second half to page 30.

Arithmetic.—Numbers to 1000. Daily oral drill in numbers to 100, as in the primary schools. Written work, with numbers usually small enough to be expressed by three figures, in addition, subtraction, multiplication and division, no multiplier or divisor to be larger than 9. Use terms, sum, product, multiplier, etc., but do not require

definitions. Give problems in dollars and cents, using the dollar sign and decimal point. Continue the drill of the primary school in easy reductions of denominate numbers. Teach the reduction, addition, subtraction, multiplication, and division of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, 1-3, 1-6, illustrating all processes by objects, but using the written expression from the first. Second half, continue and extend all work of the first half. Notation and numeration to 1,000,000. Multiplication with multipliers large enough to be expressed by two or three figures; and long division, no divisor larger than 25. Decimals to thousandths in addition and subtraction, and in multiplicands and dividends in multiplication and division.

Language.—The expression of thought, orally and in writing, in simple sentences and short stories, with practice in the use of such capital letters, punctuation marks and abbreviations as are necessary to correct writing. Second half, continue work of first half and add the simplest forms of letter writing as outlined in the authorized text book to page 104. Blackboard work strongly recommended.

Geography.—Land and water forms; making and reading maps; form and size of the earth, equator, poles, etc. Make the work of the first four months "Home Geography" as far as possible, always using forms that can be seen as a basis for the comprehension of those which are beyond vision. Second half, the surface of the earth in its great natural divisions; climate; peoples and races. Continue to relate that which is distant to that which may be directly observed as far as possible.

History.—As many stories should be read by the pupils, or told or read to them by the teacher, as time will permit, but the number of facts to be required for reproduction should be very few, probably not more than could be written on a page of foolscap, or told by a class in the time of a single recitation. These few, however, should be learned with the utmost exactness and thoroughness; they should be planned to form the basis of all future study of the history of the United States from Columbus to the end of the nineteenth century; should include a few dates like 1492, 1776, etc.,—a half dozen will do very well, but these few should be so learned as to be recalled as automatically as the child would recall his own name. In the recitation of facts intended to be mastered, no mistakes should be tolerated; nine-tenths of the teaching, however, should not have the memorizing of facts, names and dates as any part of its object, but should aim to quicken interest, broaden vision, stimulate patriotism and develop

character through appreciation of courage, loyalty and virtue as exemplified in the heroes of history. Use pictures, relics, etc., to increase interest as far as possible, and remember that whatever else is accomplished the lesson is a failure which does not leave the class with a desire for further study.

Nature Study, Drawing, and Music as directed by the supervisors of these branches in this and succeeding grades. Sewing under the direction of the special teacher in this and the next two grades.

FIFTH YEAR.

Reading.—Fourth readers and supplementary books.

Spelling.—As in the fourth year, with words for supplementary drill, first half to page 69 in Worcester; second half to page 93; in Morse, first half to page 44; second half to page 64; Reed, first half to page 56; second half to page 79.

Arithmetic.—Continue all the work of the previous year. Whatever else is omitted see that oral drill and rapid written work with small numbers are given prominent places on the programme. In written work give many examples and problems with small numbers, rather than a few with large numbers. Long division with divisors of not more than three figures. In addition to constant practice with fractions already learned, teach $\frac{1}{6}$, $\frac{1}{12}$, $\frac{1}{5}$, $\frac{1}{10}$, and continue practice in the use of decimals and denominate numbers. In the use of the authorized text book omit all the examples involving long and tedious operations with large numbers. Second half, continue work of the first half. Teach fractions to and including twenty-fourths. Teach least common multiple when needed as a means of finding the least common denominator of fractions, and factoring and cancellation when needed for practical use. Extend work of previous years in denominate numbers to include all simple reductions.

Language.—As in the fourth grade the work is still to get from the pupil the expression of thought in correct language, both oral and written. In this work clearness of thought is of primary importance. The pupil must first have something to say, and then be taught to say it in terse and correct English. Dictation, reproduction, narration work and letter writing are approved methods of securing the result desired. Second half, to work previously done add the study of sentences by name, as declarative, interrogative, etc., with their division into subject and predicate, and begin the study of words and

their uses in the sentence to include nouns, verbs and pronouns to page 210 in the authorized text book. Continue to have pupils do much writing on the blackboard.

Geography.—North America, its surface, peoples and countries; the United States as a whole, surface, climate, people, products and trade routes, making the work simple, general and elementary as would be suggested by authorized text books. Second half, complete continent study along the same lines and in the same elementary way as before, to page 115 in authorized text book.

History.—First, review the facts which were taught in the fourth year so thoroughly and constantly that no one of them shall escape. Second, add about as many new facts, dates, etc., as were mastered in the last year, and teach them with the same thoroughness and intensity as was then demanded. Cover the whole period of the history of civilized man in America, selecting the new matter of this year so as to fill out and supplement the brief outline of the previous year, and relate our history to that of the world's whole past as far as such relation is natural and helpful. In teaching a few indispensable things be satisfied with nothing less than perfection, and for the rest and by far the most of the time have pupils read and enjoy the stories which are the life of history, without attempting to burden them with the recollection of all they read. Correlate with Geography, make and use maps, draw, use pictures, make collections, etc.

Physiology.—Book No. 1 of the Union series, as a reader, with such comment and instruction in this and succeeding grades as shall comply with the following law of this state: "Physiology and hygiene, which shall include special instruction as to the effects of alcoholic drinks, stimulants and narcotics on the human system, shall be taught as a regular branch of study to all pupils in schools supported by public money."

SIXTH YEAR.

Reading.—Fourth Intermediate and supplementary books.

Spelling.—As before correlate spelling with every subject taught. Make every written exercise a lesson in spelling, and for supplementary drill use Worcester first half, to page 111; second half to page 125; Morse, part III to page 73; second half to page 82; Reed, first, to page 92; second, to page 106.

Arithmetic.—Continue oral drill and rapid written work with small numbers. Review and extend work in fractions, but do not attempt to master the too difficult problems of the text books. Teach decimals more fully than before, and give many problems involving the use of United States money and the reduction of denominate numbers. Second half, continue all work of first half. Practice in compound numbers should include all common reductions, but should omit addition, subtraction (with the exception of the subtraction of dates), multiplication and division of compound numbers as such, longitude and time, metric equivalents, etc.

Language.—Study of words and their uses continued to include all the Parts of Speech. Second half, classes of nouns as common and proper, singular and plural, the changes of form which are necessary to indicate possession, and their uses as subjects or objects of the verb, the distinction of person in pronoun, and the use of predicate adjectives. Teach clauses, and the distinction between simple and complex sentences.

The foregoing is the new work of the year, but it should not be allowed to prevent the giving of the larger part of the pupil's time to a continuation of the more important work of the fourth and fifth years in the correct expression of thought in language both oral and written, with careful attention to paragraphing, spelling, punctuation, capital letters, abbreviations, etc., in the written work. Continue blackboard practice.

Geography.—The groups of states which compose the United States in detail, yet in the same general and elementary way as before. Second half, foreign countries in detail to complete geographic study so far as its elementary phase is concerned.

History.—The study of our country as a formal study but with a simple and elementary text book. First half to end of French and Indian war, 1763; second half to present time.

Physiology.—Book No. 2 of the Union series, as a reading book, with comment and instruction as before.

SEVENTH YEAR.

Reading.—Intermediate and supplementary readers.

Spelling.—Work of the sixth year continued. For supplementary drill use Worcester, first half to page 135; second half to page

145; Morse, first half to page 91; second to page 112; Reed, first to page 118; second to page 128.

Arithmetic.—Review constantly the work of all preceding years, but especially the work in fractions and denominate numbers. For advance work take up percentage, with applications to profit and loss, insurance, brokerage, taxes, etc. Second half, to work of first half add interest, simple and compound, with applications to promissory notes and discounts at banks.

Grammar.—"Study of the sentence as a means of expressing thought, with such attention to the parts of speech and their classification and inflection as may be necessary to a clear understanding of the construction of the sentence." To page 135 in the *Mother Tongue*, Book II. Three lessons each week.

Language.—Letter writing, business forms, social notes, paragraph and sentence study, descriptions, study of selections, etc., as planned in Miss Arnold's "Outline of a Course of Study in Language," seventh and eighth grades, pages 18, 19 and 20. Two connected periods each week. Some writing on blackboard each day is recommended.

Geography.—A review and extension of the work of the fourth grade, with a larger text book and more scientific treatment; the earth as a whole with its forms of land and water, and the people, plants and animals which live upon it. Difficult explanations of change of seasons, etc.; sections 19, 20, 21 in text book, may be omitted in this grade and taken up in the ninth at the option of grammar masters. Second half, mines and quarries; highways of trade; the United States in general; view of its people, soil and climate.

History.—Discovery, exploration and conquest of America to date of first permanent English settlement in greater detail than before, but with constant use of the outline already learned, using the order of the authorized text books. Relate the history of this country as far as possible to the European, and especially to the English history which preceded it. Second half, the settlement of North America to the beginning of the French and Indian War.

EIGHTH YEAR.

Reading.—Fifth readers and supplementary books.

Spelling.—Relate spelling to all other subjects taught as in previous years, and use the authorized text books for additional drill. Worcester, first half to page 155; second half to page 163; Morse, first half to page 120; second half to page 128. Reed, first half to page 140; second half to page 153.

Arithmetic.—Review the work of all previous years, with further applications of the principles of percentage and interest to stocks and bonds, exchange, etc., and add partnership, ratio and proportion. Of subjects treated in the authorized text book omit equation of payments, problems in exchange involving interest-bearing drafts, and the more complicated problems in partnership. Second half, involution, evolution, to include second and third roots, and mensuration of plane surfaces to and including circles.

Grammar.—Sentence study continued, with “a detailed study of the parts of speech, their classification and inflection, and the details of analysis and construction which are necessarily associated with such study.” Three periods weekly. Text book to page 267.

Language.—Continuation and extension of the work of Grade VII. For details consult Miss Arnold’s outline as before.

Geography.—Study of the United States as a whole completed, and study of separate states in groups taken up far enough to include all the eastern, southern and central states. Second half, study of the separate states and detached possessions of the United States completed, and a similar study made of the other countries of North America, South America and Europe.

History.—The conquest of Canada and the development of the English colonies in America into the United States to the time of the Treaty of Paris in 1783. Second half, the establishment, growth and history of the Union under the Constitution to the administration of Andrew Jackson, 1829.

Nature Study.—Birds, from observation, for recognition, knowledge of the time of arrival and departure of those which are migratory, habits, food, nesting, etc. All pupils ought at the end of the year to know from personal observation a dozen kinds, and some, with proper encouragement and assistance, will know from seventy to eighty.

NINTH YEAR.

Reading.—Fifth readers, Masterpieces of American Literature and other supplementary books. Read and study as literature, Irving's *Rip Van Winkle* and Longfellow's *Evangeline*, in the first half, and Whittier's *Snow Bound*, Hawthorne's *Great Stone face*, and Lowell's *Vision of Sir Launfal* in the second.

Spelling.—As in previous years, with supplementary drill on words found in the last part of Worcester's *Speller* in the first half, and in the whole book in the last half. Morse, first half to page 128; second, complete and review; Reed, finish and review.

Arithmetic.—First half a review of fundamental processes with numbers both integral and fractional, factoring, the finding of divisors and multiples, percentage, and so much of geometry as is found in the *Werner Arithmetic*, Book III, to page 150; second half, percentage continued with applications to discounts, interest, stocks, etc., ratio and proportion, powers and roots, denominate numbers, etc., with general review of the whole subject of arithmetic and so much of geometry as is given in the authorized text book to page 256. Metrics at the option of the teacher.

Algebra.—Work in algebra may follow the order of the authorized text book on algebra, or of the arithmetic. In the latter case algebraic fractions may be omitted in the first half of the year, at the option of the teacher, and only so much work is required in the whole year as will be equivalent to the completion of the subject to page 71 in Wentworth's "*First Steps in Algebra*." The algebra may be taken with the arithmetic or alternated with it, but should not receive more than two-fifths of the time allotted to mathematics in the ninth year.

Grammar.—Sentence analysis with more difficult constructions, and such study of more difficult relations of words in sentences and of phrases and clauses, as shall be necessary to the comprehension and use of the English language.

Language.—As planned in Miss Arnold's outline, pages 20, 21 and 22.

Geography.—Asia, Africa and Australia. Omit geographic study in the last half of the year.

History.—First half, complete the history of the United States to date. Second half, review the whole subject.

Bookkeeping.—One-half the time allotted to penmanship may be devoted to bookkeeping.

Nature Study.—Trees from observation. Pupils ought to be able at the end of the year to locate and describe forty varieties which they have seen in or near the city.

HIGH SCHOOL

	Classical	College	Scientific	Modern Language
First Year	*Latin I. *Algebra. *English I.	*Latin I. *Algebra. *English I. *Physics <i>hf</i> .	Latin I or Man. Tr. I. *Algebra. *English I.	*French I. *Algebra. *English I.
Second Year	Latin II or French I. Geometry. Physics. *Hist. and Eng. II.	*Latin II. *Geometry. Gr. I or Fr. I. *Hist. and Eng. II.	Lat. II or Man. Train. II. *Geometry. *French I. *Hist. and Eng. II.	*French II. Geometry *Physics *Hist. and Eng. II.
Third Year	Latin III or Fr. II or I. *Hist. and Eng. III. Physiology <i>hf</i> . †Astron. and Geol. Chemistry I. German I. Rev. Alg. and Geom.	*Latin III. *English III <i>hf</i> . *French I. *Coll. Math. Gr. II or Fr. II. German I. *Gk. and R. Hist.	*Coll. French. *English III <i>hf</i> . *Coll. Math. *Hist. IV. *Coll. Physics or German I.	*French III. *Hist. and Eng. III. Physiology <i>hf</i> . †Astron. and Geol. German I. Chemistry I. Rev. Alg. and Geom.
Fourth Year	Latin IV. or Fr. II or III. *English IV. History IV. Botany <i>hf</i> . German I or II. Chemistry II.	*Latin IV. *English IV. *Coll. French II. Gr. III. or Fr. III. German I or II. Geom. and Trig. Coll. Physics.	French III. Ger. I or Coll. Phys. *English IV. *Geom. and Trig. Chemistry I.	German I or II. *English IV. History IV. Chemistry I or II. Botany <i>hf</i> .

*Prescribed.

†Astronomy and Geology may be taken the fourth year instead of the third year.

Manual Training	Commercial	Textile School	Five Years College All Studies Prescribed
*Man. Train. I. *Algebra. *English I.	*Bookkeeping I. *Alg. and Ment. Arith. *English I. *Com. Geog. <i>hf.</i>	Latin I or French I or Man. Train. *Algebra. *English I.	FIRST YEAR. Latin I. Algebra. English I. Physics; <i>hf.</i>
*Man. Train. II. Geometry. Physics. French I. *Hist. and Eng. II.	*Bookkeeping II. *Com. Law and Arith. French I. Geometry. Physics. *Hist. and Eng. II. (Select 4)	Latin II or French II or Man. Train. II. *Geometry. *Physics. *Hist. and Eng. II.	SECOND YEAR. Latin II. Greek. Hist. and Eng. II. Geometry.
*Man. Train. III. *Hist. and Eng. III. Physiology <i>hf.</i> French II or I. †Astron. or Geol. German I. Chemistry I.	*Bookkeeping III. *Stenog. and Type- writing I. *Hist. and Eng. III. Physiology <i>hf.</i> French II or I. German I. Chemistry I.	*Chemistry I. *Coll. Math. French III or I, or German I. *English III <i>hf.</i>	THIRD YEAR. Latin III. Greek II. English III <i>hf.</i> French I.
*Man. Train. IV. French II or III. German I or II. *English IV. Geom. and Trig. Chem. II or Chem. I. History IV.	*Stenography II. *Typewriting II <i>hf.</i> French II or III. *English IV. History IV. German I or II. Chemistry II.	*English IV. *Coll. Physics. Fr. II or German I or II. Chemistry II. History IV. *Geom. and Trig.	FOURTH YEAR. Review Latin III. Review Greek II. English IV. Gr. and R. Hist. Coll. Math.
			FIFTH YEAR Latin IV. Greek III. Coll. Physics. Coll. French II.

*Prescribed.

†Astronomy and Geology may be taken the fourth year instead of the third year.

NOTES ON HIGH SCHOOL COURSES OF STUDY.

Pupils who intend to enter the High School are requested to consider the preceding courses of study with great care, as changes from one course to another during the year are impracticable, and a change after the first year may cause the pupil to lose time. The teachers of the school will gladly give parents and pupils any assistance and advice possible in their selection of studies.

In each course, certain studies are prescribed, but the pupils may make up the remainder of the required studies from a wide range of elective subjects. The prescribed studies in each course are starred. Satisfactory completion of three years' work in any course will entitle the pupil to a three years' diploma. Satisfactory completion of four years' work in any course will entitle the pupil to a four years' diploma. Those who satisfactorily complete the five years' College course will be entitled to a five years' diploma.

The Classical Course is intended for students who do not intend to enter College, but who desire the best general education that the High School furnishes.

The College Preparatory Course will fit students for any American College and may be completed in four or five years. It is necessarily difficult. The student is advised to take five years in preparation for Radcliffe or Harvard College.

The High School has been approved by the New England College Entrance Certificate Board and the school certificate of preparation is accepted by all the institutions represented on this Board which includes Amherst College, Boston University, Bowdoin College, Brown University, Dartmouth College, Mount Holyoke College, Smith College, Vassar College, Tufts College, University of Maine, Wellesley College, and Wesleyan University. Under the certificate method of admission to college the school is held responsible for the grade of work done by its students in college. Experience has shown that unless

students are able to attain easily grade B (80-90 per cent.) in their High School work, they will be unable to do the quality of work demanded by the above named colleges. Consequently, the school certificate must be refused those pupils who are unable to obtain a scholarship standing of more than 80 per cent. Students who fail to obtain the school certificate, may, however, take the admission examinations. The following, taken from correspondence with one of the colleges, is quoted to show the general attitude of the colleges in regard to the use of the certificate method of admission:

“Some of our best schools are protecting their own certificates by demanding a higher standard of excellence for certification to college than for graduation, and requiring all doubtful men to submit to the test of a college entrance examination; we recommend this policy for all schools. It must always be borne in mind that the certificate system is not designed as a means for making it easier for a poor scholar to enter college, but simply for placing the decision of fitness upon the men who best know his attainments; the protection of the integrity of the certificate is of equal importance to school and college. The college is keeping a permanent record of the results obtained from each school, as determined by the work of their men during the first semester of Freshman year.”

The Scientific Course will prepare students for the Institute of Technology, the Worcester Polytechnic, the Chandler Scientific and other technical schools.

The Modern Language Course is similar to the Classical Course, but requires a modern foreign language instead of Latin. In educational value it is practically equivalent to the Classical Course.

The Manual Training Course offers a combination of the ordinary High School studies with practical work in the use of tools and machines, together with a complete course in mechanical drawing and technical drafting, and allows the student to specialize somewhat in mechanical work. It also furnishes an excellent general training.

Note.—Candidates for the Massachusetts Institute of Technology and Worcester Polytechnic School should not take this course for more than two years, as manual training counts only as an elective in the admission requirements.

The Commercial Course is designed for those who expect to engage in business pursuits upon leaving the High School, and has been arranged so that the pupil will receive the same amount of mental

training and therefore will acquire as much mental power as in any other course. It is not less educational than other courses and must not be selected with the conviction that it is "easy."

Subjects marked hf have a value equivalent to only one-half of those without such mark, and such subjects will come on alternate days.

There will be no formal examinations in the middle and at the close of the year, but the standing of the pupil will be made up from his daily recitations and frequent tests. This standing is indicated by letters on the monthly reports, which are sent home for parents' inspection. A, shall indicate a mark from 90 to 100 per cent; B, a mark from 80 to 90 per cent; C, a mark from 65 to 80 per cent; D, between 50 and 65 per cent; and E, any mark below 50 per cent.

A standing of C for the year must be attained in order to pass a given subject. A standing of B is required for permission to take the college preliminary examinations. A final mark of D or E means failure. If the failure is in a required subject, the subject must be repeated; if in an elective, an equivalent subject may be substituted. Pupils who have completed nine, five or two full subjects will be classed respectively as fourth year, third year or second year students. Those who have completed a less number for each year will be classed respectively as third year, second year and first year students.

In preparation for the Normal School, select either the Classical Course or the Modern Language Course, preferably the former. The candidate should select four studies for the second year and should be prepared in Mathematics and Science for the preliminary examinations in June of the third year. For Medical Schools and some of the smaller colleges, select the Classical Course. For other colleges select the College Course. In this course French and German may be substituted for Greek in preparation for some colleges. For the Lawrence Scientific School, select the College Course, or the College Course with Manual Training in place of Physics.

By an examination of the courses of study, it will be seen that for a diploma a minimum number of subjects in each year of each course is required. But in preparing for the higher institutions of learning more than the minimum number of subjects, depending on the requirements of the college, will need to be taken. At the beginning of his second year, the pupil, therefore, should decide upon the college or school for which he wishes to prepare, and should select his subjects to fit the requirements. He should make himself familiar with the requirements and also obtain the advice of his

teachers in selecting his subjects. Candidates for Smith, Wellesley, Mt. Holyoke and Vassar should send applications for admission as early as their third year.

Classes will not be formed in electives for less than twenty pupils in the first or second year, fifteen in the third year, and twelve in the fourth year.

Unprepared work in Music, Calisthenics, Elocution, Ethics, and Military Drill, is required.

Calisthenics and Military Drill are optional the fourth year. Elocution is prescribed throughout the course for all pupils except those who are pursuing four full studies. In this connection Bookkeeping is considered a half study.

Three years' work in Calisthenics and Elocution, or Military Drill and Elocution, provided the attendance at these exercises is 90 per cent of the possible attendance, will be considered as equivalent to a half subject for a diploma. Four years' work will be considered equivalent to a full subject.

Since Bookkeeping requires no preparation outside the classroom, when taken as a part of any other course than the Commercial Course, it will be counted only as a half subject for a diploma.

MINIMUM NUMBER OF SUBJECTS REQUIRED FOR A DIPLOMA.

First Year.—Three and one-half subjects in all courses.

Second Year.—Three subjects in all courses except the Commercial Course, in which four must be taken.

Third Year.—Three and one-half subjects in all courses.

Fourth Year.—Three and one-half subjects in all courses.

ROLL OF TEACHERS.

Giving Name, Grade, Residence, Date of Election and Salary.

HIGH SCHOOL.

Kirk and Anne Streets.

CYRUS W. IRISH, Headmaster, 308 Nesmith street...	1885	\$3000
FRANK B. SHERBURNE, Sub Master, 58 Dover street, Greek and Latin	1883	2500
MARY A. WEBSTER, First Assistant, 45 Varney street, English and Mathematics,.....	1859	1000
CHARLOTTE E. DRAPER, 47 Belmont avenue, Cæsar, Astronomy, Geology and Geometry	1870	1000
SUSIE L. D. WATSON, 390 East Merrimack street, United States History and Mathematics	1885	1000
ADELAIDE BAKER, 136 Myrtle street, French	1885	1000
JENNIE L. ALLEN, 947 Middlesex street, Physics and Physiology	1885	1000
EMMA L. BRADLEY, 485 Westfort street, French.....	1890	900
GERTRUDE A. RODLIFF, Chelmsford Centre, Mass., History and English	1890	900
MARIETTA CASSIDY, 4 Fifth avenue, Latin and Alge- bra	1890	900
GEORGIANA F. VINTON, 52 Fourth street, History English and Algebra	1872	1000
GRACE M. GOODHUE, 120 School street, Ancient History and Latin	1893	900
BESSIE E. HUNTOON, 64 Warwick street, French and Physiology	1894	900
GRACE WARD, 279 Chelmsford street, Physics and Physical Geography	1895	900

MARY E. O'CONNOR, 60 Varnum street, History and English	1896	800
CARL D. BURTT, 93 Fort Hill avenue, Greek and German	1895	1800
FREDERICK R. WOODWARD, 168 Sixth street, Mathematics	1895	1800
HELEN M. LAMBERT, 283 Pawtucket St, Chemistry	1897	800
THOS. F. FISHER, 305 East Merrimack street Manual Training	1898	1500
EDWARD S. COLTON, JR., 21 Huntington street, Bookkeeping	1900	1500
MARY G. STEVENS, 263 East Merrimack street, English and History	1900	800
MARY H. KILLPARTRICK, 609 Stevens street, English and Commercial Geography	1901	800
NATHANIEL H. ATKINS, 88 Warwick street, Commercial Law and Bookkeeping	1901	1200
ADELAIDE E. SWEETSIR, 276 Westford street, English and Algebra	1902	800
MARGARET V. SPEAR, 576 Westford street, French and English	1902	800
ERNEST M. HUNT, 90 Chestnut street, Shorthand and Typewriting	1902	1200
ETHEL W. WHITCOMB, 2 Belmont street, Shorthand and Typewriting	1903	800
MIRION H. MILNER, 102 Chestnut street, Physical Culture and Elocution	1902	800
EDWIN M. ROBERTS, 74 Stevens street, Manual Training	1904	800
ETHEL M. EVERETT, 12 Belmont street, English and Algebra	1905	650
ELIZABETH H. MURPHY, 159 Third avenue, French and English	1905	650
ALICE RICHARDSON, 213 Branch street, Algebra and English	1905	650
COLBY T. KITTREDGE, 14 Ralph street, Military Instructor	1901	500
KATHARINE H. COGGESHALL, 108 Appleton street, Secretary	1899	600

H. FORDYCE COBURN, M. D., Medical Adviser	1905	200
JOHN E. BARR, temp., 53 Beech street		
WM. M. DENNETT, temp., 55 Read street		
LEROY F. SWIFT, temp., 219 East Merrimack street		
ALICE H. BACHELLER, temp., 25 Nesmith street		
AVIS J. COBURN, 145 Beacon street, Librarian		

BARTLETT GRAMMAR SCHOOL.

Wannalancit Street.

CYRUS A. DURGIN, Master, 117 Bowers street	1891	\$2000
BELLE A. PRESCOTT, 9th year, 68 Mt. Washington street	1878	600
CHARLOTTE M. MURKLAND, 8th year, 117 Bowers street	1898	600
BLANCHE A. CHENEY, 8th year, 34 Arlington street	1896	600
AMY L. TUCKE, 7th year, 111 Butterfield street.....	1880	600
FRANCES CLARK, 7th year, Chelmsford Centre	1899	600
BELLE F. BATCHELDER, 6th year, 66 Arlington street	1883	600
MARY E. WALSH, 6th year, 9 Corner street	1897	600
M. IDA HOWE, 5th year, 84 Methuen street	1873	600
MARIA W. ROBERTS, 5th year, 414 Andover street..	1875	600
ALICE D. SUNBURY, 4th year, 142 Wilder street	1899	600
CAROLINE H. McGARVEY, 4th year, 34 Laurel street	1905	600

BARTLETT PRIMARY SCHOOL.

BRIDGET K. SMITH, 3d year, 117 Stackpole street...	1904	\$ 600
SARAH E. AMES, 2d year, 119 Hall street	1902	600
ALICE G. BARRETT, 1st year, 93 Mt. Vernon street..	1901	600
ESSIE E. ROCHE, 1st year, 1835 Middlesex street ...	1903	600

MORRILL SCHOOL.

Common and Adams Streets.

NELLIE M. BROWN, Principal, 3d year, 426 Fletcher street	1865	\$ 650
ANNIE M. COURTNEY, 2d year, 196 Pawtucket street.	1887	600
AGNES T. COURTNEY, 1st year, 11 Marsh street ...	1891	600

CROSS STREET SCHOOL.

Cross Street between Fletcher and Mt. Vernon Streets.

SARAH E. SCALES, Principal, 3d year, 5 Walker ave.	1866	\$ 650
ELLEN M. WHITE, 2d year, 1057 Middlesex street....	1863	600
A. GERTRUDE STILES, 1st and 2d years, 72 Varney street	1895	600
KATHERINE KELLY, 1st year, 98 School street	1893	600

BUTLER GRAMMAR SCHOOL.

Gorham Street.

CORNELIUS F. CALLAHAN, Master, 218 Thorndike street	1885	\$2000
NELLIE F. MURPHY, 9th year, 85 Sherman street....	1878	600
HELEN E. GOOKIN, 9th year, Wamesit	1897	600
MARY I. DONLAN, 8th year, 455 High street	1890	600
MARY E. LANE, 8th year, Billerica	1894	600
DELIA T. BRADY, 7th year, 183 Chapel street	1883	600
KATE E. KELLEY, 7th year, 129 Moore street	1883	600
MARGUERITE J. CRONIN, 7th year, 228 Plain street	1900	600
AGNES M. FOLEY, 6th year, 37 Newhall street	1887	600
SADIE E. TULLY, 6th year, 105 Westford street	1897	600
ANNIE J. DEVINE, 6th year, 110 Carlsle street	1901	600
MARY L. CROWLEY, 5th year, 52 Mt. Washington street	1902	600
ALICE C. O'BRIEN, 5th year, 22 William street	1897	600

ROLL OF TEACHERS.

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MARY L. McSORLEY, 5th year, 34 Nesmith street...	1879	600
ETTA G. BURNS, 5th year, 154 Perry street	1901	600
KATHERINE M. USHER, 4th year, 465 Parker street	1895	600
JOSIE V. HOAR, 4th year, 87 Mt. Washington street	1901	600
MARGUERITE G. HYDE, 4th year, 5 Floyd street ...	1902	600
KATHERINE M. JANTZEN, 4th year, 3 Olive street	1902	600
ANNA M. BARROWS, temp., 19 Newhall street		

LYON STREET SCHOOL.

Corner Lyon and Central Streets.

ALICE T. LEE, Principal, 3d year, 12 South Walker street	1878	\$ 650
ANNABEL COSTELLO, 2d year, 293 Nesmith street..	1888	600
MARY J. McCARRY, 1st year, 536 Fletcher street....	1881	600
NELLIE A. HUNT, 1st year, 68 Elm street	1884	600
ETTA M. SMITH, temp., 1110 Lawrence street		

CARTER STREET SCHOOL.

Carter Street.

ISABELLA T. VINALL, Principal, 3d year, 1 Glidden avenue	1873	\$ 650
MARGARET J. CONNORS, 2d year, 48 Walnut street	1894	600
CATHERINE F. BRADY, 2d year, 173 Chapel street ...	1897	600
MARY V. JOHNSON, 1st year, 23 Lombard street....	1897	600
DELIA C. MALONEY, 1st year, 70 Elm street	1901	600

AGAWAM STREET SCHOOL.

Agawam and Barrington Streets.

MARY A. FAY, Principal, 3d year, 115 Stackpole street	1889	\$ 650
SUSAN G. NEILON, 2d year, 135 Andrews street	1895	600
EVA MAGOON, 1st year, 70 Church street	1904	600

LONDON STREET SCHOOL.

Corner of London and West Streets.

ELIZABETH R. MAGUIRE, Principal, 3d year, 4 Astor street	1884	\$ 650
ALICE A. MASTERSON, 1st and 2d years, 352 Christian street	1892	600
MARY F. HILL, 1st and 2d years, 94 Midland street..	1887	600

WEED STREET SCHOOL.

Corner of Weed and Gorham Streets.

LILLA M. McEVOY, 3d year, 181 Moore street	1893	\$ 650
MARY E. CROWLEY, 2d year, 436 Lincoln street.....	1905	600
MARY F. DEVINE, 1st year, 1527 Gorham street.....	1902	600

EDSON GRAMMAR SCHOOL.

Highland Street.

CALVIN W. BURBANK, Master, 130 Bowers street..	1872	\$2000
FRANCES M. WEBSTER, 9th year, 45 Varney street	1873	600
ROSALIE T. BURNS, 8th year, 39 Whitehead avenue	1878	600
ANNIE E. DONOVAN, 7th year, 27 Madison street...	1895	600
BERTHA M. ROWLANDSON, 6th and 7th years, 11 Holyrood avenue	1891	600
KATE J. HAYES, 6th year, 15 Floyd street	1879	600
MARGIE F. MARREN, 6th year, 420 Fletcher street..	1886	600
SARAH J. CROSBY, 5th year, 12 Simpson place	1868	600
JULIA A. KENNEY, 5th year, 99 Washington street..	1901	600
MARY A. BALCH, 4th year, 257 Appleton street	1865	600
JULIA B. RIORDAN, 4th year, 58 Second avenue	1897	600
LORETTA L. WARD, 4th year, 220 Fletcher street....	1905	600

CHARLES STREET SCHOOL.

Charles Street, between Gorham and Chapel Streets.

ALICE T. OWENS, Principal, 3d year, 4 Belmont street	1878	\$ 650
ELLA E. GARDNER, 2d year, 225 Branch street	1871	600
ELLEN A. O'CONNELL, 2d year, 48 Mead street.....	1896	600
MARGARET A. HARRAHAN, 1st year, 32 Marshall street	1882	600

COTTAGE STREET SCHOOL.

Corner Cottage and Chapel Streets.

ROSE E. MacVEY, Principal, 3d year, 46 Linden street	1887	\$ 650
ANNIE L. MURPHY, 1st and 2d years, 870 Gorham street	1901	600
E. LAURA MOORE, 1st and 2d years, 8 Pine street....	1905	600

ELIOT SCHOOL.

Corner Favor and Summer Streets.

ELLEN A. STILLINGS, Principal, 1st and 2d years, 24 Bellevue street	1875	\$ 650
ELLEN A. CORBETT, 3d year, 32 Highland street....	1878	600
NELLIE T. O'GRADY, 2d year, 73 Newhall street....	1881	600
LOYOLA McCANN, 1st year, 17 Wentworth avenue...	1893	600

GREEN GRAMMAR SCHOOL.

Merrimack Street.

ALBERT L. BACHELLER, Master, 25 Nesmith street	1874	\$2000
RUTH B. BAILEY, 9th year, 142 Wilder street	1871	600
CLARA A. HANAFORD, 8th year, 142 Wilder street..	1869	600
SADIE F. McCORT, 8th year, 13 Ralph street	1901	600
LIZZIE A. NOLAN, 7th year, 301 Pawtucket	1876	600

ESTHER G. DONLAN, 7th year, 455 High street	1897	600
JENNIE E. FAY, 6th year, 115 Stackpole street	1891	600
MARY M. KEARNEY, 6th year, 94 Andrews street...	1895	600
LENA A. GOOKIN, 5th year, 20 Walden street	1880	600
CATHERINE F. McCARTHY, 5th year, 647 Market street	1889	600
ELLA J. CARLETON, 4th year, 1072 Bridge street....	1882	600
ANNIE T. DELAY, 4th year, 87 Mt. Washington street	1900	600

KIRK STREET SCHOOL.

Corner Kirk and Lee Streets.

ELIZA A. DAVIS, Principal, 2d and 3d years, 100 Canton street	1881	\$ 625
LAURA H. PALMER, 1st and 2d years, 35 Thirteenth street	1882	600

CABOT STREET SCHOOL.

Corner Cabot and Ford Streets.

KATHERINE T. LENNON, Principal, 3d year, 144 School street	1885	\$ 650
MARY T. WHELLEY, 2d year, 1 Fenwick street	1897	600
MARY J. MURPHY, 1st year, 112 Jefferson street	1887	600

CHEEVER STREET SCHOOL.

Cheever Street.

IDA J. CLARKE, Principal, 2d and 3d years, 26 Ash street	1887	\$ 650
ANNA A. SARGENT, 1st year, 223 Liberty street	1864	600
MARY G. QUINN, temp., 28 Chapel street		

WORTHEN STREET SCHOOL.

Worthen Street, between Market Street and Broadway.

MARY J. ALGER, Principal, 1st year, 571 Westford street	1868	\$ 650
ESTHER V. GREEN, 2d year, 57 Waugh street	1889	600
MARY R. MARREN, 3d year, 420 Fletcher street	1890	600
MARY E. MEEHAN, 1st year, 224 Worthen street....	1891	600

HIGHLAND GRAMMAR SCHOOL.

(Telephone 1094-2)

Pine Street.

CHARLES W. MOREY, Master, 14 Belmont street ...	1880	\$2000
FLORA I. MOFFITT, 9th year, 502 Wilder street	1887	600
MARY F. FOSS, 9th year, 248 Foster street	1891	600
ESTELLE L. WHITNEY, 9th year, 13 Oakland street	1885	600
ABBIE F. WOODWARD, 8th year, 157 Dartmouth street	1869	600
HELEN A. DOW, 8th year, 149 B street	1905	600
LEONORA K. BATTLES, 7th year, 11 Edson street...	1895	600
ANNA A. BURNHAM, 7th year, 247 Liberty street ...	1894	600
LUELLA A. WARDWELL, 6th year, 13 Oakland street	1870	600
MINNIE C. GRAY, 6th year, 106 Liberty street	1890	600
FANNIE M. CLARK, 5th year, R. F. D. No. 1.....	1874	600
LULU TURNER, 5th year, 11 Edson street	1900	600
CATHERINE G. O'SULLIVAN, 5th year, 105 Mt. Washington street	1905	600
JENNIE E. ROGERS, 5th year, 418 Walker street....	1904	600
GRACE R. SANDERS, 4th year, 67 South Loring street	1897	600
MABEL E. BROWN, 4th year, 172 Branch street	1901	600
EDITH V. COCKERILLE, temp., 210 School street....		

ROLL OF TEACHERS.

LILLIAN A. STROUT, temp., 111 So. Loring street....

MABEL E. METCALF, temp., 93 Vernon street.....

ESTHER M. GREEN, temp., 179 Warwick street

HIGHLAND ANNEX.

At Franklin School.

ARVILLA L. READER, 4th year, 216 Appleton street	1871	\$ 600
GRACE F. WARD, 5th year, 6 Appleton place	1893	600

FRANKLIN SCHOOL.

Corner Branch and Middlesex Streets.

SARAH C. FISKE, Principal, 3d year, 246 Appleton St.	1886	\$ 650
LIZZIE S. LOWE, 2d year, 13 Nichols street	1857	600
MARION J. STEVENSON, 1st and 2d years, 63 Princeton street	1878	600
KATE G. JONES, 1st year, 119 Andover street	1880	600
ANNIE L. MAHONEY, temp., 41 Butterfield street....		

PINE STREET SCHOOL.

Corner Pine and Gibson Streets.

CARRIE J. BAILEY, Principal, 3d year, 16 Loring street	1884	\$ 650
GRACE I. WASHBURN, 2d year, 15 Loring street....	1897	600
HELEN D. SWAIN, 1st year, 24 Marlboro street	1904	600

DOVER STREET SCHOOL.

Dover Street, between Middlesex and Grove Streets.

CLARA B. HORNE, Principal, 3d year, 87 South Highland street	1877	\$ 650
CLEMENTINE H. BOWERS, 2d year, 18 Loring street	1876	600
BERTHA GARDNER, 1st year, 32 Robbins street	1887	600

MIDDLESEX VILLAGE SCHOOL.

Middlesex Street, corner Cornell Street.

HARRIET F. WAKEFIELD, Principal, 5th and 6th years, 2 Loring street	1889	\$ 650
KATHERINE G. EGAN, 3d and 4th years, 17 Princeton street	1904	600
GERTRUDE E. DANE, 1st and 2d years, 2 Wellington square	1905	600

POWELL STREET SCHOOL.

Powell Street, near Liberty Street.

VIOLA A. HAMBLETT, Principal, 1st and 2d years, 463 School street	1876	\$ 625
ELLEN J. PIPER, 2d and 3d years, 55 Norcross street	1894	600

ABRAHAM LINCOLN GRAMMAR SCHOOL.

Chelmsford Street.

JAMES L. MELLEN, Master, 74 Pentucket avenue....	1893	\$2000
MARGARET M. SPARKS, 9th year, 169 Fort Hill ave.	1894	600
GRACE SCRIBNER, 8th year, 190 Liberty street	1893	600
BRIDE T. SWEENEY, 7th year, 138 Pleasant street..	1900	600
IRMA V. HODGMAN, 7th year, 239 Stevens street ...	1897	600
HELEN J. O'HEARN, 6th year, 649 Westford street..	1900	600
ALICE L. GOOKIN, 6th year, Wamesit	1902	600
MARGARET G. McDONALD, 5th year, 101 Grand st.	1904	600
ESTHER M. DOWNING, 5th year, 57 Waugh street..	1904	600
ELLEN L. FLOYD, 4th year, 124 Stevens street	1887	600
ELLA E. PRESCOTT, 4th year, 169 Liberty street....	1894	600

Primaries in Lincoln School Building.

ELSIE M. PUFFER, 1st year, 942 Middlesex street	1901	600
SADIE M. DEANE, 1st year, 82 B street	1902	600

HOWARD STREET SCHOOL.

Howard Street, between Chelmsford and Hale Streets.

MARION E. GREENE, Principal, 3d year, 96 Pine street	1884	\$ 650
MARGARET S. JAMIESON, 2d year, 112 Shaw street	1904	600

GRAND STREET SCHOOL.

(Howard Street Annex.)

Grand Street, between Westford and Middlesex Streets.

JENNIE M. BENNETT, 1st and 2d years, 24 Bellevue street	1885	\$ 600
CORINNA G. COVER, 1st year, 16 Lombard street....	1901	600

PLAIN STREET SCHOOL.

Corner Plain and Powell Streets.

FLORA H. SPRAGUE, Principal, 3d year, 589 School street	1882	\$ 650
REBECCA A. GARDNER, temp., 2d year, 75 Pine St.		
LILLA M. STANLEY, 2d year, 2 Horn street	1897	600
MINNIE A. WILLSON, 1st and 2d years, 28 Cambridge street	1887	600
LENA M. ROBINSON, 1st year, 68 So. Walker street..	1898	600

MOODY GRAMMAR SCHOOL.

WILLIAM S. GREENE, Master, 454 Andover street...	1883	\$2000
MERCENA F. WHITEHORN, 9th year, 268 E. Merrimack street	1877	600

ROLL OF TEACHERS.

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CARRIE A. PAUL, 8th year, 11 Porter street	1891	600
IDA L. SAMUELS, 7th year, 56 Fifth avenue	1898	600
ELLA M. BREEN, 6th year, 23 Marsh street	1893	600
MARTINA F. McMAHON, 6th year, 33 Mead street...	1905	600
FRANCES E. HARDMAN, 5th year, 263 Fairmount street	1873	600
FRANCES E. GARRITY, 5th year, 34 Read street	1874	600
NELLIE C. MAHONEY, 4th year, 17 North street ...	1898	600
FLORA A. OWEN, 4th year, 11 Porter street	1900	600

POND STREET SCHOOL.

Corner High and Pond Streets.

WINIFRED HAGGERTY, Principal, 2d year, 52 Hunt- ington street	1884	\$ 650
ADELAIDE CROWLEY, 1st year, 115 Fort Hill avenue	1894	600
M. GERTRUDE SEEDE, temp., 85 Dover street.....		

HIGH STREET SCHOOL.

High Street, between Chestnut and Everett Streets.

CLARA A. EMERSON, Principal, 3d year, 216 Appleton street	1869	\$ 650
GEORGIA A. HARNDEN, 2d year, 149 Pleasant street	1885	600
MAUDE E. GREEN, 1st year, 238 East Merrimack street	1900	600

SYCAMORE STREET SCHOOL.

Sycamore Street.

FLORENCE E. ROWELL, Principal, 2d and 3d years, 60 Porter Terrace	1900	\$ 625
ELIZABETH B. DAME, 1st and 2d years, 178 First st.	1902	600

PAWTUCKET GRAMMAR SCHOOL.

Mammoth Road, Pawtucketville.

WILLIAM P. BARRY, Master, 1280 Middlesex street..	1887	\$2000
ELLEN M. McDONALD, 9th year, 210 School street..	1878	600
CARRIE M. HART, 8th year, 16 Varney street	1887	600
ELIZABETH A. HART, 7th year, 16 Varney street ...	1886	600
CHARLOTTE C. WALSH, 6th year, 76 Mt. Vernon street	1902	600
JULIA M. HEALEY, 5th year, 11 Warwick street	1870	600
GOLDIE M. GARDNER, 4th year, 15 Columbus avenue	1898	600
MAUDE M. HARDY, 4th year, 37 Waugh street.....	1905	600

NEW MOODY STREET SCHOOL.

New Moody Street.

ELLEN M. HOLDEN, Principal, 3d year, 21 Eighth avenue	1876	\$ 650
EUGENIA L. HOGAN, 2d year, 182 Mt. Vernon street	1889	600
NELLIE F. DAVIDSON, 2d and 3d years, 20 Lombard street	1891	600
ALICE B. BESSE, 2d year, 581 Rogers street	1891	600
ANNA I. CASSIDY, 1st year, 4 Fifth avenue	1902	600
MABEL C. WALSH, 1st year, 145 Mammoth Road	1905	600

LEXINGTON AVENUE.

Lexington Avenue, near Varnum Avenue.

HELEN KOHAWN, ungraded, 63 Thirteenth street..	1877	\$ 625
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TRAINING SCHOOL.

Charles and Lawrence Streets.

(Telephone 531-3)

GERTRUDE EDMUND, Principal, 281 East Merrimack street	1895	\$2000
MABEL W. EWINGS, 3 Astor street	1891	900

ADDIE B. MERRILL, 465 Bridge street	1892	900
HELEN M. SHEAN, 169 Fort Hill avenue	1891	900
MARGARET C. FOX, 9th year, 8 Eddy street	1900	600
GRACE C. DELANEY, 2d year, 791 Broadway	1900	600
MABEL H. ELA, 407 Walker street	1900	600
HARRIET L. WHEELER, 3d year, 47 Belmont avenue	1900	600
MARY E. SNOW, 1st year, 89 School street	1901	600
ADDIE E. EDWARDS, 550 Westford street	1900	600
IDA M. BENNETT, John street		
HELEN L. CLARK, 86 Sherman street		
GRACE D. DONOVAN, 256 Branch street.....		
ANASTASIA E. DOWNING, 39 Waugh street		
JOSEPHINE S. DUNLAVY, 22 LaGrange street		
MARY I. HALLORAN, 546 East Merrimack street....		
ALICE E. LEAHEY, 35 Oak street		
BLANCHE E. MARSHALL, 48 Marginal street		
CLARA M. MITCHELL, 68 Gates street		
ISABELLA PHELPS, 50 Lamb street		
KATHARINE RAFTER, 12 Walker street		
MARION A. STEVENS, John street		

CENTRAL STREET SCHOOL.

Central Street, opposite Hudson Street.

ELIZA COWLEY, Principal, 3d year, 484 Rogers street	1857	\$ 650
ELIZABETH G. LAWLER, 2d year, 260 High street..	1897	600
ANNA T. COBURN, 1st and 2d years, 27 Methuen St.	1904	600
HELEN A. DRURY, 1st year, 44 Walnut street	1897	600

AMES STREET SCHOOL.

Corner Lawrence and Ames Street.

AMANDA M. HADLEY, Principal, 3d year, 89 Wash- ington street	1870	\$ 650
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KATE F. MURPHY, 2d year, 870 Gorham street	1885	600
MARY E. DREW, 1st and 2d years, 36 Wamesit street	1868	600
EDITH FARRINGTON, 1st year, 182 Perry street....	1905	600

VARNUM GRAMMAR SCHOOL.

Myrtle Street, Centralville.

Telephone 75-2.

HENRY H. HARRIS, Master, 93 Eleventh street	1893	\$2000
ELIZABETH C. KENNEDY, 9th year, 106 Durant St.	1884	600
MARY F. WING, 9th year, 3 Myrtle street	1879	600
AGNES BAILEY, 8th year, 53 Third street	1900	600
DAISY B. MacBRAYNE, 8th year, 24 Beech street....	1900	600
GRACE W. BALCH, 7th year, 434 Westford street ..	1894	600
ELIZABETH M. BUTLER, 7th year, 142 Third street	1901	600
MARY A. FAY, 7th year, 303 Tenth street	1898	600
AGNES T. FAY, 6th year, 303 Tenth street	1891	600
ELIZABETH F. GARRA, 6th year, 109 Bartlett street	1893	600
ALICE R. KEESE, 5th year, 22 Chester street	1881	600
ADA E. HOOLE, 5th year, 173 Warren street	1894	600
ROSE A. DOWD, 5th year, 237 Tenth street	1884	600
JULIA WILLIAMS, 5th year, 156 Sixth street	1886	600
MARGARET F. HOWE, 4th year, 208 South street ...	1900	600
MARY E. THOMAS, 4th year, 40 West Sixth street..	1902	600
ANNIE V. DONOGHUE, 4th year, 24 Wamesit street	1904	600
MARY E. TOBIN, temp., 40 Linden street		

WEST SIXTH STREET.

West Sixth Street, between Coburn and Jewett Streets, Centralville.

STELLA J. ALLEN, Principal, 3d year, 115 Third street	1879	\$ 650
LIZZIE F. LAMERE, 2d year, 63 Canton street	1887	600

MARION S. KEYES, 1st and 2d years, 102 Third street	1888	600
MARY J. CALLAHAN, 1st year, 117 Durant street ...	1895	600

TENTH STREET SCHOOL.

Corner Tenth and Varnum Streets, Centralville.

MARY F. BEANE, Principal, 3d year, 212 Tenth street	1879	\$ 650
FANNIE H. MURPHY, 2d year, 42 Twelfth street....	1889	600
ALICE A. HOLTHAM, 1st and 2d years, 1107 Bridge street	1887	600
ELLA A. BAILEY, 1st year, 128 Sixth street	1869	600

LAKEVIEW AVENUE SCHOOL.

Lakeview Avenue, Centralville.

MARGARET J. McCLUSKEY, Principal, 3d year, 246 Methuen street	1890	\$ 650
MARTHA ROGERS, 2d year, 131 Cumberland road...	1895	600
M. JOSEPHINE DONEHUE, 2d year, 891 Bridge street	1900	600
GERTRUDE C. RING, 1st year, 11 Woodward avenue	1898	600
MARY G. COURTNEY, 1st year, 75 Chestnut street..	1904	600
ANNA T. JOYCE, temp., 22 Twelfth street		
ANNIE M. MAGUIRE, temp., 12 So. Walker street....		
MAUDE E. MOODY, temp., 25 Lane street		

BILLINGS STREET SCHOOL.

ANNIE M. ROBBINS, Principal, 3d year, 62 Twelfth street	1895	\$ 650
ETTA FOYE, 2d year, 201 Market street	1901	600
ELIZABETH H. SEEDE, temp., 1st year, 85 Dover St.		

KINDERGARTENS.

AGAWAM STREET.

SARAH G. SPARKS, Principal, 59 Elm street	1894	\$ 500
ROSEMARY LENNON, 39 Carter street	1895	450

BARTLETT SCHOOL.

E. BELLE PERHAM, Principal, 90 Riverside street...	1893	500
EDITH A. ANDREWS, 77 Fort Hill avenue	1897	450

CHARLES STREET.

MABEL D. NICKERSON, Principal, 136 Chestnut street	1893	500
M. ETHEL BAKER, 290 East Merrimack street	1899	450

CHAPEL STREET.

MARIETTA G. GORMLEY, Principal, 22 Lyon street	1895	500
KATHERINE C. EARLEY, 17 Pleasant street	1896	450

DOVER STREET.

ELIZABETH A. WILSON, Principal, 15 South Canton street	1893	500
ELLA M. PENN, 262 London street	1901	450

FRANKLIN SCHOOL.

N. GRACE TAYLOR, Principal, 7 Ware street	1895	500
HORTENSE M. LAMERE, 6 West Eleventh street....	1899	450

LINCOLN STREET.

ELSIE M. CRAGIN, Principal, 114 South Walker street	1895	500
GERTRUDE A. ROBERTS, 74 Stevens street	1897	450

MOODY SCHOOL.

MARY C. WALKER, Principal, 100 Appleton street...	1893	500
ALICE F. SEETON, 158 Mammoth road	1901	450

MORRILL SCHOOL.

HELEN W. NOYES, Principal, 49 Nesmith street	1896	500
S. ALICE KNAPP, 336 East Merrimack street	1899	450

PAWTUCKET.

M. MARIETTA KING, Principal, 205 Stackpole street	1895	500
S. HORTENSE TABOR, 82 Riverside street	1896	450

PLAIN STREET.

EDITH A. HOWITT, Principal, 52 Myrtle street	1897	500
AGNES E. COBURN, 47 Twelfth street	1901	450

PINE STREET.

LOUIE I. SMITH, Principal, 11 Loring street	1895	500
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VARNUM SCHOOL.

NETTIE M. CONANT, Principal, 93 Vernon street ...	1892	500
CLARA M. EVERETT, 166 Third street	1896	450

SUPERVISOR OF KINDERGARTENS.

ANNA W. DEVEREAUX, Tel. 957, 9 Nesmith street..	1893	500
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MUSICAL DIRECTOR.

FREDERICK O. BLUNT, Tel. 1153-2, 409 Westford street	1898	1250
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ROLL OF TEACHERS.

ASSISTANT IN MUSIC.

JOSEPHINE C. COBURN, Tel. 947-12, 25 Fifth street	1903	700
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SUPERVISORS OF DRAWING.

EDMUND KETCHUM, 19 Paige street	1904	750
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OLIVE E. UNDERHILL, 117 Branch street	1887	750
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TEACHER OF SEWING.

IDA J. FLINT, 200 Liberty street	1880	800
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MILITARY INSTRUCTOR.

COLBY T. KITTREDGE, 14 Ralph street	1901	500
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TRAINING SCHOOL GRADUATES.

CLASS OF JUNE, 1903.

Alice H. Bacheller, 25 Nesmith street.
Avis J. Coburn, 145 Beacon street.
Mary H. Coburn, 145 Beacon street.
Edith V. Cockerille, 210 School street.
Bessie F. Davidson, 64 Warwick street.
Rebecca A. Gardner, 75 Pine street.
Anna F. Joyce, 22 Twelfth street.
Annie L. Mahoney, 41 Butterfield street.
Maude E. Moody, 25 Lane street.
Mary G. Quinn, 28 Chapel street.
M. Gertrude Seede, 85 Dover street.
Lillian A. Strout, 111 So. Loring street.
Mary E. Tobin, 40 Linden street.

CLASS OF JUNE, 1904.

Hannah M. Barrows, 19 Newhall street.
Christine Cameron, 872 Mammoth road, Dracut.
Marguerite Elvin, 258 Varnum avenue.
Esther M. Greene, 179 Warwick street.
Carrie E. Hale, 15 Robbins street.
Lisbeth D. Mann, 237 Walker street.
Alice E. Ramsey, 124 Third street.
Elizabeth H. Seede, 85 Dover street.
Etta M. Smith, 1110 Lawrence street.

CLASS OF JUNE, 1905.

Mary Cassidy, 44 B street.

Ellen F. Cull, 46 Tyler street.

Margaret L. Hagerty, 46 Tyler street.

Annie E. Irving, 119 West street.

Christine M. Kane, 723 Central street.

Edith B. Kelley, 15 Alder street.

Mabel A. Metcalf, 93 Vernon street.

Elizabeth Provencher, 376 Hildreth street.

Harriet B. Whitaker, Tyngsboro.

TEACHERS' CERTIFICATES.

Granted since January 1, 1902.

FIRST GRADE.

Wm. Hanson Howard, Dartmouth, '02, 40 Arlington street.
Wm. A. Martin, Ottawa, '02, 153 High street.
Michael A. Tighe, Boston College, '03, 31 Hovey avenue.
Elmer Garfield Brennon, Dartmouth, '04, 71 Robbins street.
Leroy F. Swift, Harvard, '05, 219 East Merrimack street.
R. B. Walsh, Harvard, '05, 419 Andover street.
Wm. W. Dennett, Harvard, '05, 55 Read street.
John Ernest Barr, Bates, '05, 53 Beech street.
Victor L. Jewett, Harvard, '05, 1263 Middlesex street.
Leon R. Whitcomb, University of Vermont, '05, 102 So. Loring street.

SECOND GRADE.

Alice H. Batcheller, Vassar, '02, 25 Nesmith street.
Susan G. Burbank, Boston University, '02, 130 Bowers street.
Mary H. Coburn, Smith, '02, 145 Beacon street.
Avis J. Coburn, Smith, '02, 145 Beacon street.
Bessie F. Davidson, Boston University, '02, 64 Warwick street.
Lucy M. Stevenson, Technology, '03, 45 Princeton street.
Annie Louise Hall, Vassar, '03, 48 Wannalancit street.
Margaret W. Hall, Vassar, '03, 48 Wannalancit street.
Lisbeth D. Mann, Acadia University, 237 Walker street.
Mabel A. Metcalf, Wellesley, '03, 93 Vernon street.
Harriet B. Whitaker, Wellesley, '04, Tyngsboro.

FOURTH GRADE.

Mary I. Halloran, Normal School, '01, 546 East Merrimack street.
Gertrude B. Crowley, Normal School, '01, 115 Fort Hill avenue.
Julia M. Adams, Normal School, '02, Haverhill, Mass.
Alda L. Armstrong, Normal School, '02, Littleton, N. H.
Mina Guyton, Normal School, '02, 45 Fourth avenue.
Helen S. Livingston, Normal, '05, 28 Robbins street.
M. A. Harrison, Lowell Normal, '05, Alberene, Va.

SALARIES OF TEACHERS.

HIGH SCHOOL.

Head Master	\$ 3000
First Sub-Master	2500
Men Teachers	800 to 1800
Women Teachers, first year	650
Women Teachers, second year	700
Women Teachers, third year and thereafter	800 to 1000

GRAMMAR SCHOOLS.

Masters, (yearly increase, \$100)	\$1300 to 2000
Teachers	600
Teachers of Drawing	750 to 1250
Teachers of Music	700 to 1250
Teacher of Sewing	800

PRIMARY SCHOOLS.

Principals of three or more rooms	\$ 650
Principals of two rooms	625
Teachers	600

TRAINING SCHOOL.

Principal	\$2000
Three Assistants	900

KINDERGARTENS.

Principals	\$ 500
Assistants, first year	350
Assistants, after first year	450

TEMPORARY TEACHERS.

Men Teachers per day	\$ 3.00
Women Teachers	2.50
Kindergartners	\$1.25 to 1.75

TEXT BOOKS USED IN THE PUBLIC SCHOOLS.

PRIMARY SCHOOLS.

First Readers, Several Series	Davis's Stories of American History
Second Readers, Several Series	Carroll's Around the World, Book I
Advanced Second and Third Readers, Several Series	Monroe's Reading Chart
Franklin Primary Arithmetic	American Music Reader
Prince's Arithmetic by Grades	American Music Chart
Nichols' Graded Lessons in Number	Blaisdell's Child's Book of Health
	Heath's Vertical Writing Books

GRAMMAR SCHOOLS.

Third Readers, Several Series	Reed's Word Lessons
Fourth Readers, Several Series	The Mother Tongue, Books I and II
Fifth Readers, Several Series	Frye's Primary Geography
Scudder's Fables and Folk Stories	Frye's Common School Geography
De Foe's Robinson Crusoe	Eggleston's First Book in American History
Burrough's Birds and Bees	Scudder's History of the United States
Hawthorne's Wonder Book	Fiske's History of the United States
American Literature, Masterpieces	Thomas's History of the United States
Bradbury's Eaton's Arithmetic	Montgomery's Histories of the United States
Werner Arithmetic, Book III	Tappan's Our Country's Story
Carpenter's Geographical Readers	Guerber's Story of the Greeks
Carroll's Around the World, Book II	Guerber's Story of the English
Lewis's First Manual of Com- position	Worcester's and Webster's Dictionaries
Union Series of Physiologies	Werner's Mental Arithmetic
Wentworth's First Steps in Algebra	Heath's Vertical Writing Books
Worcester's Speller	American Music Readers
The Morse Speller	
The Rational Spelling Book	

HIGH SCHOOL.

Chemistry, Physics and Other Sciences.

Experimental Chemistry, Newell	Physics, Hoadley
Qualitative Analysis, Irish	Physiology Kellogg
A Text-book of Physics, Hall- Bergen	Physiology, Overton
Elements of Physics, Avery	Physiology, Blaisdell
Botany, Gray	Physiology, Foster and Shore
Geology, Le Conte	Physiology, Martin
Physics, Gilley	Physiology, Walker
Elements of Chemistry, Williams	Physiology, Colton
Herbarium, Wilson	Tarr's Physical Geography
Lessons in Astronomy, Young	Geology, Brigham

English.

Ancient Mariner, Coleridge	Iliad, Pope
Carlyle's Essay on Burns	Iliad, Bryant
Chaucer to Arnold, George	Ivanhoe, Scott
Conciliation with America, Burke	Julius Cæsar, Shakespeare
Composition and Rhetoric, Scott and Denney	Lessons in English, Buehler
Eliot's Silas Marner, Norris	Macbeth, Shakespeare
English Composition, Shaw	Marmion, Scott
Foundations, of Rhetoric, Hill	Merchant of Venice, Shakespeare
Hill's Principles of Rhetoric	Milton and Addison, Macaulay
Silas Marner, Eliot	Milton's Lyrics
Sir Roger de Coverly Papers, Addison	The Princess, Tennyson
Story of the Odyssey, Church	Vicar of Wakefield, Goldsmith
Tales from Shakespeare, Lamb	Introduction to English Literature, Pancoast

French.

Capi et sa Troupe	French Dictionary, Heath
College Plays, Bocher	French Grammar, Grandgent
Colomba, Merimee	French Grammar, Fraser and Squair
Le Cid, (Corneille)	French Grammar, Worman
Contes et Legendes, Guerber	French Lyrics, Bowen
Douze Contes Nouveaux, Fontaine	French Reader, Super
French Reader for Beginners, Kuhns	Exercises No. 1, Grandgent

La Famille de Germandre, Sand	French Syntax and Composition,
La Fontaine's Fables, Mme. Beck's	Bovet
Edition	Le Conscriit de 1813, Erckmann-
La Siége de Berlin	Chatrain
La Tâche du Petit Pierre	Le Curé de Tours, Balzac
Le Voyage de Monsieur Perrichon,	Methode Berlitz, Part I
Labiche	Pecheur d'Islande, Loti
French Composition, Grandgent	Readings from French History
Sight Reading, Rogers	Super
La Grammaire, Labiche	Selected Stories, Daudet
Scenes de la Revolution	L'Expédition de Bonaparte en
Francaise, Lamartine	Egypte, Thiers
Le Dix Septieme Siecle	French Commercial Reader, Pitman
Grammaire Francaise, Larive et	
Fleury, 2me An.	

German.

Höher als die Kirche, Clary	German Dictionary, Heath
German Composition, Fasnacht	Der Zerbrochne Krug, Joyne's
Traumereien, Leander	Schiller's Dreissigjahrige, Krieg
Heise's L'Arrabiata	Schiller's Der Nefe Als Onkel
Harris' German Lessons	Joynes Meissuer's German
Wesselhoefts' German Composi-	Grammar
tion	Riehl's Der Fluchder Schönheit
Harris' German Composition	Gold's Tales from Hauff
Immensee, Storm's	Dippold's Scientific German
	Schiller's Jungfrau von Orleans

Greek.

Anabasis	Greek Lexicon, Liddell and Scott
Greek Composition, Higley	Greek Lexicon, White
Greek Composition, Woodruff	Greek Reader, Goodwin
Greek Grammar, Goodwin	Homer's Iliad, Seymour
Greek Lessons, White	Homer's Odyssey, Seymour

History.

Age of Pericles, Grant	Greek Civilization, Mahaffy
American History, Montgomery	History of England, Coman and
Ancient History, Myers	Kendall
English History, Montgomery	History of English People, Green

English History, Higginson and Channing	History of Rome, Allen
European History, Adams	Johnston's American History
Fiske's School Histories	Plutarch's Lives, Kaufman
General History, Myers	Source Book, Hart
Greek History, Oman	U. S. History, McMaster
Greek History, Botsford	U. S. History, Channing
Greek Tragedians, Church	U. S. History, Scudder

Latin.

Cæsar, Allen and Greenough	Latin Lexicon, White
Cicero, Allen and Greenough	Nepos, Barss
Gate to Cæsar, Collar	New Latin Composition
Latin Composition, Part I, Daniell	Ovid, Allen and Greenough
Latin Composition, Part II, Daniell	Sallust
Latin Composition, Collar	Virgil, Allen and Greenough
Latin, for Sight Reading, Tomlinson	Virgil, Brice
Latin Grammar, Allen and Greenough	Viri Romæ, Rolfe
	First Year Latin, Collar and Daniell

Mathematics.

Academic Algebra, Wells	Geometry, Wells
Arithmetic, Wentworth and Hill	Higher Algebra, Wells
Geometry, Plane and Solid, Wentworth	Surveying, Davies
	Trigonometry, Wentworth

Commercial.

Commercial Geography, Adams	Commercial Arithmetic, Williams and Rogers
Mental Arithmetic, Williams and Rogers	Commercial Law, White
Business Correspondence, Williams and Rogers	Bookkeeping and Business Practice, Williams and Rogers
Seventy Lessons in Spelling, Williams and Rogers	Shorthand, Gregg

SUMMARY OF THE ANNUAL RETURNS OF THE PUBLIC SCHOOLS OF THE CITY OF LOWELL FOR THE YEAR ENDING JUNE 30, 1905

SCHOOLS	LOCATION	Whole No. Enrolled			No. of pupils belonging Dec., 1905			Whole No. of pupils on time books since Sept. 1, 1904			Average No. of pupils belonging to school			Average daily attendance			No. en'd not rec'd from any other pub. school	Rec'd from other pub. schools of lower grade	Rec'd from other pub. schools of same grade	Sent to other public schools of higher grade	Sent to other public schools of same grade	Per cent. of attendance	Number of class rooms in regular use	Number of seats or sit-tings in these rooms	Number of half days "school" room as a "school"
		Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total									
SCHOOLS	High	451	511	962	464	535	999	451	511	962	427	457	884	386	444	830	83	254	0	152	0	96	34	959	12172
	Kirk and Anne Sts.																								
	Bartlett (Gram) PRIMARIES	169	200	369	176	242	418	211	245	456	179	212	391	169	197	366	50	54	33	26	32	94	11	587	3949
	Wannalancit St.																								
	Wannalancit St.	83	93	176	89	96	185	100	118	218	84	96	180	76	88	164	46	20	22	31	26	91	4	198	1436
SCHOOLS	Adams and Common Sts.	56	51	107	66	47	113	72	63	135	31	53	84	28	47	75	58	0	15	25	9	90	3	140	1091
	Morrill	86	60	146	69	40	109	99	67	166	75	54	129	69	50	119	53	3	17	30	21	92	4	195	1446
	Cross St., near Mt. Vernon St.																								
	Totals for Primaries	225	204	429	224	183	407	271	248	519	190	203	393	173	185	358	157	23	54	86	56	91	11	533	3973
	Gorham St.	367	388	755	351	339	690	381	393	774	338	341	679	314	316	630	32	156	19	41	20	92	18	867	6469
SCHOOLS	Butler (Gram.) PRIMARIES																								
	Agawam St.	57	48	105	52	47	99	57	49	106	48	41	89	45	39	84	25	17	5	28	5	94	3	141	1080
	Carter St.	114	92	206	105	80	185	121	94	215	100	81	181	91	69	160	54	0	9	37	13	83	5	280	1815
	London St.	85	75	160	55	44	99	91	83	174	67	56	123	61	51	112	75	0	14	25	6	91	3	158	1095
	Cor. Central and Lyon Sts.	99	107	206	95	97	192	120	127	247	97	100	197	89	91	180	76	17	24	43	26	91	4	211	1428
SCHOOLS	Cor. Gorham and Weed Sts.	70	63	133	59	57	116	82	79	161	61	53	114	57	52	109	63	0	28	24	23	91	3	168	1083
	Totals for Primaries	425	385	810	366	325	691	471	432	903	373	331	704	343	302	645	298	34	80	157	73	92	18	958	6501

SUMMARY OF THE ANNUAL RETURNS OF PUBLIC SCHOOLS.— Continued.

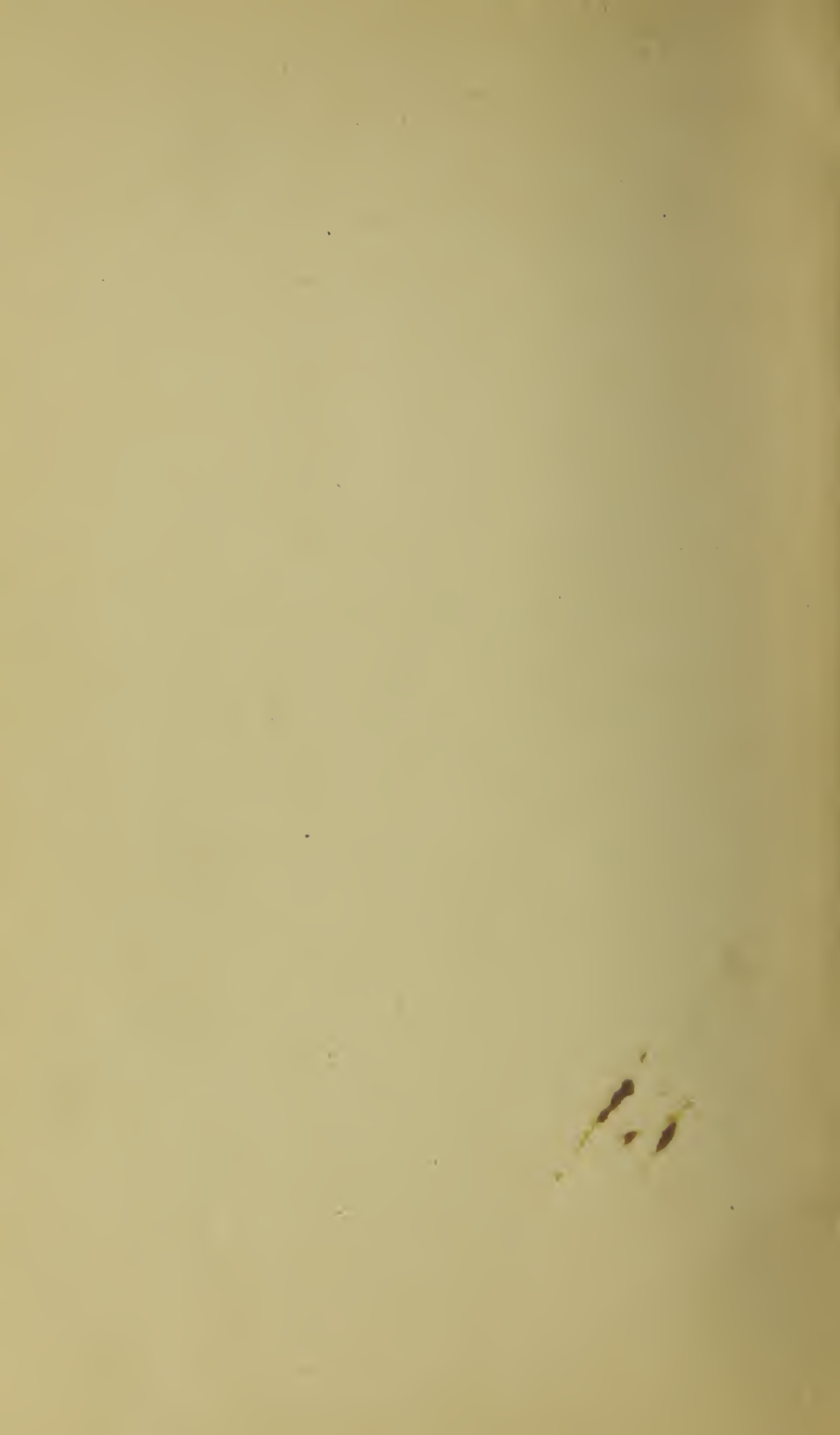
Edson (Gram.)...	Cor. Highland and South Sts.	242	209	451	219	214	433	254	214	408	221	184	405	205	169	374	21	119	17	21	20	92	11	565	3971
PRIMARIES																									
Charles St.....	Charles St., near Gorham St.	91	107	198	69	87	156	109	115	254	73	84	157	69	72	141	86	2	24	17	30	90	4	192	1453
Cottage St.....	Cor. Cottage and Chapel Sts.	55	58	113	62	56	118	62	64	126	48	48	96	44	43	87	26	8	13	15	16	90	3	157	1093
Eliot	Cor. Sumner and Favor Sts.	88	74	162	81	78	159	94	92	186	74	67	141	66	60	126	57	0	40	21	34	89	4	220	1452
	Totals for Primaries.....	234	239	473	212	221	433	265	271	536	195	199	394	179	175	354	169	10	77	53	80	89	11	569	3998
Green (Gram.) ...	Merrimack St. opp. Colburn St.....	275	272	547	232	249	481	279	293	572	210	229	439	194	214	408	124	83	25	23	30	93	11	573	3952
PRIMARIES																									
Cabot St.....	Cor. Cabot and Ford Sts.....	62	58	120	61	33	94	73	62	135	41	36	77	37	32	69	84	0	15	0	8	90	3	168	1085
Cheever St.....	Cor. Cheever and Tucker Sts.....	70	54	124	38	19	57	71	54	125	26	21	47	24	18	42	124	0	1	6	1	90	2	101	738
Kirk St.....	Cor. Kirk and Lee Sts.....	59	41	100	48	28	76	75	50	123	49	30	79	46	29	75	23	8	34	23	24	95	2	116	726
Worthen St. ...	Worthen St., between B'dway & Market	105	112	217	81	78	159	122	128	250	67	72	139	61	67	128	105	9	14	41	25	92	4	230	1440
	Totals for Primaries.....	296	265	561	228	158	386	341	294	635	183	159	342	168	146	314	336	17	64	70	58	92	11	615	3989
High'd (Gram.)...	Cor. Pine and Wilder Sts.....	352	414	766	369	394	763	367	436	803	325	383	708	303	357	600	60	148	33	62	44	93	18	810	6420
PRIMARIES																									
Dover St.....	Dover St., near Grove St.....	62	70	133	54	78	132	66	74	140	56	62	118	50	56	106	25	16	11	35	10	90	3	153	1083
Pine St.....	Cor. Pine and Gibson Sts.....	49	44	93	44	37	81	57	52	109	48	42	90	44	37	81	77	14	18	26	3	91	3	188	1086
Franklin .. .	Junc. of Branch and Middlesex Sts.....	95	76	171	80	72	152	121	106	227	82	72	154	75	64	139	58	20	62	35	40	90	4	194	1456
Powell St.....	Powell St. near Liberty St.	37	43	80	39	39	78	46	53	99	30	36	66	29	33	62	67	9	23	17	25	93	2	110	732
	Totals for Primaries.....	244	233	477	217	226	443	290	285	575	216	212	428	198	190	388	227	59	114	113	78	90	12	625	4357
A Lincoln (Gr.)	Chelmsford St., near Lincoln Sq.	227	229	456	200	297	407	239	241	450	202	208	410	185	193	378	36	93	24	27	15	92	10	518	3630
PRIMARIES																									
Howard St.	Howard St., near Hale St.	102	101	203	71	77	148	111	111	222	79	85	164	73	75	148	31	1	28	37	34	91	4	208	1452
Plain St.	Cor. Chelmsford and Plain Sts.....	121	112	233	103	85	188	130	117	247	107	93	200	98	84	182	36	19	50	73	22	91	5	280	1310
Lincoln .. .	In Lincoln Grammar School Building.	52	53	105	50	41	91	58	54	112	48	43	91	41	37	78	85	22	5	0	4	86	2	112	726
	Totals for Primaries.....	275	266	541	224	203	427	299	282	581	234	221	455	212	196	408	152	42	83	110	60	90	11	600	3988

SUMMARY OF THE ANNUAL RETURNS OF THE PUBLIC SCHOOLS. — Continued.

SCHOOLS		LOCATION		Whole No. Enrolled			No. of pupils belonging Dec., 1905			Whole No. of pupils on time books since Sept. 1, 1904			Average No. of pupils belonging to school			Average daily attendance			No. ent'd not rec'd from any other public school	Rec'd from other pub. schools of lower grade	Rec'd from other pub. schools of same grade	Sent to other public schools of higher grade	Sent to other public schools of same grade	Per cent. of attendance	Number of class rooms in regular use	Number of seats or sittings in these rooms	Number of half days of school, counting each room as a "school"
Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total										
Moody (Gram.) PRIMARIES	Cor. Rogers and High Sts.	228	201	429	224	171	395	238	207	445	212	181	393	197	167	364	27	85	16	46	11	92	9	458	3285		
	Fayette, bet. Chestnut and Everett Sts.	42	37	79				48	47	95	34	29	63	31	28	59	55	1	16	8	13	93	2	96	716		
	High, bet. Chestnut and Everett Sts.	36	35	71	51	46	97	50	37	87	36	27	63	33	25	58	26	11	17	16	9	92	2	84	724		
	Oaklands.	26	18	44	26	20	46	28	20	48	24	18	42	22	16	38	14	4	4	10	2	89	1	54	363		
	Pond St.	75	49	124	54	59	113	88	58	146	70	51	121	64	46	110	28	22	17	37	8	91	3	151	1092		
Totals for Primaries ..		179	139	318	131	125	256	214	162	376	164	125	289	150	115	265	123	38	54	71	32	92	8	385	2895		
Pawtucket (Gr.)	Cor. Mammoth Road and Fourth Ave.	130	151	281	133	145	278	137	159	296	122	143	265	118	135	253	36	43	22	18	17	95	7	378	2465		
New Moody St. PRIMARY	Moody St., opp. Fourth Ave.	121	146	267	105	130	235	126	169	295	112	122	234	108	119	227	74	24	21	53	24	92	6	336	2184		
	Lawrence St.	160	127	287	136	119	255	164	137	301	129	101	230	119	101	220	25	48	14	12	13	95	9	393	3258		
	Cor. Ames and Lawrence St.	82	84	166	74	67	141	85	96	181	64	71	135	58	65	123	61	8	23	28	21	91	4	228	1444		
	Central St.	84	91	175	74	76	150	99	96	195	79	86	165	73	78	151	49	10	20	31	7	91	4	211	1448		
	Training	103	93	201	92	99	191	120	111	231	89	74	163	81	66	147	39	3	30	23	24	91	4	204	1448		
Totals for Primaries ..		274	268	542	240	242	482	304	303	607	232	231	463	212	209	421	149	21	73	82	52	91	12	643	4340		
Varnum (Gram.) PRIMARIES	Myrtle and Beech Sts., Centralville...	405	401	806	388	391	749	444	441	885	373	391	764	353	363	716	85	161	30	59	21	93	18	986	6365		
	Billings St., near Hildreth St.	66	75	141	64	61	125	75	86	161	56	61	117	52	54	106	52	0	25	31	20	91	3	162	1093		
	Lakeview Ave.	221	201	422	157	150	307	233	217	450	147	125	272	132	110	242	220	0	27	40	47	88	6	336	2172		
	West Sixth St.	83	89	172	77	86	163	110	116	226	71	74	145	65	66	131	52	3	59	40	26	90	4	225	1452		
	Tenth St.	98	96	194	80	70	150	111	107	218	76	78	154	70	71	141	69	16	26	67	19	92	4	212	1452		
Totals for Primaries ..		468	461	929	378	367	745	529	526	1055	350	338	688	319	301	620	383	19	137	178	112	90	17	935	6169		

SUMMARY OF THE ANNUAL RETURNS OF THE PUBLIC SCHOOLS. — Continued.

MIXED SCHOOLS		53	45	98	42	36	78	60	52	112	44	40	84	41	36	77	20	0	14	13	6	92	3	152	1089
Middlesex Village		17	17	34	14	10	24	17	17	34	14	11	25	13	10	23	34	0	0	0	8	95	1	56	366
Lexington Ave., near Varnum Ave.,		70	62	132	56	46	102	77	69	116	58	51	109	54	46	100	54	0	14	13	14	92	4	208	1455
Totals for Mixed Schools																									
KINDERGARTENS																									
Agawam St.	Agawam St., Primary School Building.	25	34	59	15	25	40	25	34	59	16	20	36	14	18	32	59	0	0	6	4	84	1	40	180
Varnum St.	Varnum School, Centralville	40	33	73	24	22	46	41	33	74	27	20	47	23	16	39	74	0	1	2	1	80	1	60	181
Chapel St.	Cor. Chapel and Keene Sts.	31	29	60	22	23	45	31	29	60	18	17	35	16	14	30	60	0	0	18	3	86	1	50	180
Dover St.	Dover St., bet. Branch and Grove Sts.	30	19	49	18	15	33	31	20	51	21	13	34	18	10	28	49	0	2	21	2	82	1	40	178
Bartlett St.	Bartlett School Bldg., Wannalancit St.	22	21	43	16	14	30	26	23	49	13	18	31	10	15	25	27	0	6	20	0	81	1	40	180
Franklin St.	Franklin School Bldg., Branch St.	38	27	65	24	15	39	39	30	69	22	16	38	16	13	29	67	0	2	20	2	76	1	46	181
A. Lincoln St.	Lincoln School Bldg., Chelmsford St.	37	43	80	31	17	48	36	43	79	19	21	40	15	16	31	79	0	1	20	0	76	1	50	184
Moody St.	Moody School Bldg., Rogers St.	40	36	76	24	14	38	42	37	79	24	19	43	15	14	29	77	0	2	21	2	68	1	59	182
Pawtucket St.	Pawtucket School Bldg.	33	18	51	25	11	36	33	18	51	18	11	29	15	9	24	51	0	0	21	3	82	1	31	183
Charles St.	Charles St., cor. Chapel St.	28	23	51	11	13	24	30	23	53	13	14	27	10	9	19	51	0	2	1	0	70	1	40	182
Morrill St.	Adams and Common Sts.	38	28	66	20	8	28	39	28	67	15	8	23	13	6	19	65	0	1	19	0	87	1	38	176
Pine St.	Cor. Pine and Gibson Sts.	18	13	31	11	7	18	18	13	31	10	9	19	8	7	15	31	0	0	15	0	81	1	32	181
Plain St.	Cor. Plain and Powell Sts.	23	23	46	11	18	29	23	23	46	17	16	33	14	11	25	46	0	0	20	0	76	1	45	180
Totals for Kindergartens		403	347	750	252	202	454	414	354	768	233	202	435	187	158	345	736	0	17	204	17	79	13	571	2348
SUMMARY.—High School.....		451	511	962	464	585	999	451	511	962	427	457	884	386	444	830	83	254	0	152	0	96	34	959	12172
Grammar Schools		2555	2592	5147	2398	2471	4869	2714	2766	5480	2311	2378	4684	2157	2212	4369	496	990	233	235	223	93	122	6135	43764
Primary Schools.....		2741	2606	5317	2325	2180	4505	3110	2972	6082	2249	2141	4390	2062	1938	4000	2063	287	757	973	625	91	117	6199	42394
Mixed Schools.....		70	62	132	56	46	102	77	69	146	58	51	109	54	46	100	54	0	14	13	14	92	4	208	1455
Totals, not including Kindergartens		5817	5771	11388	5243	5232	10475	6352	6318	12670	5045	5022	10067	4659	4640	9299	2696	1531	1004	1373	862	92	277	13301	99785
Totals, including Kindergartens		6220	6118	12338	5496	5134	10929	6706	6672	13438	5278	5224	10602	4846	4798	9634	3432	1531	1021	1577	879	92	290	14072	102133





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